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ABSTRACT

Presented are two documents focusing on a peer leadership training program which pairs better students and leaders with younger high-risk students. One document briefly describes the peer leadership training program as a program in which students traveled to an environmental education center for 3 days of competitive and challenging activities, competing in social actualization experiences and orienteering where teamwork was emphasized. It notes that, as the program evolved, at-risk ninth graders worked with upperclass leaders, thus creating a community which carries back to the school environment. The other and longer document is a peer leadership training manual which presents forms, schedules, etc. used in the program and describes program activities. The activities are grouped in these categories: (1) scavenger hunts; (2) introduce your partner; (3) group symbol; (4) contracts; (5) mailboxes; (6) trust-building; (7) writing assignments; (8) sensory experiences; (9) leadership and communication skills; (10) leadership skills; (11) problem-solving; (12) personal goal-setting; (13) closure; (14) advanced communication skills; (15) peer pressure; (16) empathy through role-reversal; (17) wooden blocks competition; (18) fantasies; (19) projection exercise; (20) fishbowl technique; and (21) energizers. A bibliography is included. (ABL)

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UPPER MERION AREA SCHOOL DISTRICT

KING OF PRUSSIA, PENNSYLVANIA

PEER LEADERSHIP TRAINING MANUAL

CG 021598

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FIELD TRIP PARENTAL AND TEACHER PERMISSION FORM

I give permission for my son/daughter_____to attend a field trip to_____ on_____ 198_. Students will travel by_____ leaving the school at_____and returning by_____.

_____
Parent, Guardian Signature

Please PRINT Information

PUPIL'S NAME_____DATE OF BIRTH_____

PARENT'S NAME_____PHONE_____

HOME ADDRESS_____

FATHER'S BUS. ADDRESS_____PHONE_____

MOTHER'S BUS. ADDRESS_____PHONE_____

*ALTERNATE RESPONSIBLE AVAILABLE LOCAL PERSON TO BE NOTIFIED:

NAME_____ADDRESS_____PHONE_____

DOCTOR TO BE NOTIFIED_____PHONE_____

PREFERRED LOCAL HOSPITAL_____PHONE_____

If emergency treatment is required, may the school authorities use their own judgement in securing the services of the doctor most accessible, in case none of the above people can be reached? YES ____ NO ____

If your child has allergies, please name them_____
Please provide us with medication, if necessary.

_____
Signature of parent or guardian Date

FORM #506

UPPER MERION AREA HIGH SCHOOL
435 Crossfield Road
King of Prussia, PA 19406

Child's Name_____Teacher's Name_____

School_____Date_____

1. Please list (with date) any major illnesses or injury your child has had in the past month.

_____

_____

2. Please list (with date) any major illness or injury you child has had in the past year.

_____

_____

3. Date of Tetanus Shot (should be within five years)_____

4. Allergies_____

_____

5. Can your child take part in strenuous physical activity?_____

6. Please list any medication your child will require at camp.

Medication	Amount and Time Given
_____	_____
_____	_____

I hereby give permission to a nurse, or to the school director or program coordinator, to administer the above medication in the absence of the nurse.

NOTE: This form (pages 2 & 3) should be available at camp on a moment's notice for any emergency.

_____
Parent's Signature

6

EMERGENCY PERMISSION FORM

To the Parent:

The Policy of the school in this trip will be to contact the parent or guardian before taking a student to a doctor or a hospital. However, in case of emergency, or when neither the parent or guardian can be reached, the following permission form will allow treatment to be secured. Number 6 (page 2) allows your child to receive normal medication. Number 7 (below) allows your child to be transported as rapidly as possible to medical assistance, and Number 8 (below) allows emergency treatment to be secured immediately, rather than waiting for the parent or guardian to telegraph approval after he/she has been called.

In case of emergency your child will be transported to the nearest hospital.

7. I hereby give permission to workshop staff and/or member of my child's school district to transport my child to or from a doctor and/or hospital for emergency treatment.

_____ _____

Date Parent's Signature

8. I hereby give my permission for the workshop leader or his/her designate to allow hospital personnel and/or a licensed physician to perform emergency treatment and inject or administer drugs in connection with such emergency treatment.

_____ _____

Date Parent's Signature

9. The following may be given to my child if needed:

-aspirin -cough lozenges
-cough syrup -all of the above
-external ointments -none of the above
-regular medicines (to be given to teacher before leaving)

10. Additional remarks and information _____

_____

Parent's Name_____ Home Phone _____
Bus. Phone _____

UPPER MERION AREA HIGH SCHOOL
King of Prussia, PA 19406

CLOTHING AND EQUIPMENT SUITABLE FOR FIELD EXPERIENCES

Comfortable, practical footwear is essential. Shoes should be sturdy. Loafers and sandals are of little use on rocky ground. Sneakers can be useful for aquatic studies and recreation.

A complete set of waterproof gear is recommended. Name tags are recommended for all personal belongings.

This list of essential and optional articles may be placed atop your suitcase to serve as your packing checklist. Quantities suggested represent those suitable for a five day residential PEEC experience.

ESSENTIALS	**PACKED HOME**	**PACKED AT PEEC**
Pillow		
Sleeping bag or 3 blankets		
Bed linens		
2 bath towels		
1 wash cloth		
Toothbrush and toothpaste		
Soap		
Comb, brush		
Pajamas		
Bathrobe		
Underwear (several changes)		
2 pairs of jeans or slacks		
3 shirts or blouses		
3 pairs of socks		
Rain gear - boots and raincoat		
Heavy jacket		
Sweater or sweatshirt		
Bathing suit		
Kleenex or handkerchief		
Notebook		
Pencils		
Laundry bag		
Flashlight		
OPTIONAL		
Field guides		
Sewing kit		
Camera		
Field glasses		
Stamps		
Alarm clock>Fishing tackle		
Compass		

SUPPLIES

Student information packets
Large newsprint
8 1/2 X 11 newsprint
Small notebooks - 1/participant
Large markers - 1/participant
Pens - 1/participant
Pencils - 1/participant
Yarn - 1 package of 3 colors/participant
Lunch bags
Masking tape
Blindfolds
Small pieces of colored paper for mailboxes
First Aid supplies - sanitary supplies - tissues
One per participant - depending on workshop design:

1. Scavenger Hunt
2. Observation forms
3. Inventory of self
4. Planning guide
5. Contract
6. Facilitative feedback worksheet

Other depending on design

1. Wooden blocks
2. Peanuts, raisins, etc. for "The Goat"
3. Diagrams for one-way communication
4. Initative Day Activities and Process - 1 packet/5 participants

Juice, snacks, marshmallows
Cups

POCONO ENVIRONMENTAL EDUCATION CENTER
RD 1, Box 268
Dingmans Ferry, Pennsylvania 18328

PROGRAM ACTIVITY SELECTION LIST

ACTION SOCIALIZATION EXPERIENCE (ASE): A group activity fostering reliance on group effort and support to solve problems as efficiently as possible. As a group (8-12 members) moves around the course, it performs various activities at different sites as well as possible. The group may be scored on how well it cooperates and on the time it takes to complete each task.

INTERPRETIVE HIKES: Four main trails from 1/4 to 6 miles that may be taken with a written guide or an instructor. Bag lunches are also available.

OUTDOOR SCIENCE LESSONS: Field activities designed to promote understanding of ecological relationships. Instructional strategies for groups of 10-15 people in outdoor biology applicable to diverse environments and fun to experience.

NATURE ARTS AND CRAFTS: A nature learning experience while participants create projects using natural materials. Detailed instructional activity guides are available. Examples: Pine cone sculptures, weed printing, dried flower arrangements.

ORIENTEERING: The techniques for using a compass are explained during the first 15-20 minutes of the session. These will be applied in use of a one or three hour orienteering course. For the advanced learner, the techniques of land navigation and map reading will be covered.

SENSORY TRAIL: Approximately 1/4 mile long, designed to have participants read the landscape via senses of touch and smell, without using the sense of sight. Approximate time of 45 minutes. This activity can be combined with additional sensory perception exercises that highlight all the senses.

FOSSIL TRAIL: A two mile walk presenting the dynamic earth. Besides discovering fossils, possible topics for discussion are: land uplift, erosion, sedimentation and fossil information. Approximate time: 1-1/2 to 2 hours.

PHOTOGRAPHY: This session utilizes photograms and sunprints to teach fundamentals of photography and discussion of camera techniques. Possibility of darkroom processing demonstration depending on size of group and length of stay. Polaroid cameras are available for use. User must supply film.

DISCOVERING PEEC: Purpose: to help individuals to become more familiar with PEEC's facilities. This seek and record activity can be done in small groups or singularly. Approximate time: 1/2 hour.

WILDLIFE ECOLOGY: Field investigations into various animal populations and ecological principles and through these activities and discussion, the demonstration of wildlife as a valuable natural resource.

FOREST ECOLOGY: A 2-1/2 mile walk through fields, an abandoned tree farm, and natural wooded areas. Possible topics are: habitats, succession, competition, tree identification and biotic and abiotic factors which control growth. Approximate time: 1-1/2 hours.

CONFIDENCE COURSE: Individual and small group activities that provide a base for cooperation, group unity and self-esteem. Approximate time: 1-1/2 hours.

WEATHER WALL: Introduction to basic meteorology through observation and experimentation. PEEC weather station is complete with barometer, anemomedter, thermometer and other professional weather instruments.

CURRICULUM RESOURCE CENTER: Printed materials concerning PEEC program information and environmental study guides available upon request.

PEEC STORE: PEEC operates a small store offering academic resource materials and a complete line of PEEC souvenirs at moderate prices, along with basic living necessities, film, soda and candy. Store hours are arranged on weekdays and posted on weekends.

OPTIONAL ACTIVITIES: (determined by staff availability)

Canoe Instruction, Outdoor Living Skills, Campfires, Bird Walks, Astronomy, Energy Education, Night Hikes, Indoor Movies.

RECREATIONAL ACTIVITIES:

Swimming*, Softball, Canoeing, Adventure Playground, Volleyball, Fishing, Ice Skating, Square Dancing**, Cross Country Skiing, Sledding, Curling

*Lifeguard with Advanced Lifesaving Certification required - one can be provided at additional cost.
**Can arrange caller with advance notice.

FIELD BUS TRIPS: To historical, geological and recreational areas in and around the Delaware Water Gap National Recreation Area (bus fee).

G. W. Childs State Park - 130 acre park with three waterfalls.
Dingmans Falls - majestic falls, a scenic natural area.
Grey Towers - home of conservationist Gifford Pinchot.
Millbrook Colonial Village - recreated 19th century village.
Peter's Valley Craft Village - community of skilled artisans.
Delaware Water Gap.

POCONO ENVIRONMENTAL EDUCATION CENTER
Dingmans Ferry, Pennsylvania

MEAL SWAMPING PROCEDURES

1. Only one person is to swamp for each table at any one meal.

2. Swampers report to the dining hall 15 minutes before meal time.

3. Before the meal:
   A. Sponge off the table using sponges found in the container at the coffee urn. Wash hands.
   B. Set the table according to the diagrams located on the two columns closest to the kitchen.

4. During the meal:
   A. Meals are served from a buffet table. Persons are to form two service lines. Additional portions are permitted after all members of the group have been served.
   B. Only the swamper is to obtain more beverages for his/her table.

5. Following the main course:
   A. See that each person keeps the cup and appropriate silverware for dessert.
   B. At the table, scrape the food from all the dirty dishes onto one plate. Take the dishes and silverware to the kitchen and place them where directed.
   C. Take the swamping tray to the serving table and pick up dessert.

6. Following dessert:
   A. Scrape the food from the remaining dirty dishes onto one plate and return the dishes and silverware to the kitchen.
   B. Sponge off the table as before.

7. Following the group's last meal, place chairs upside down on table.

NOTE: Place the settings and cups on the table as shown above. The pourer will distribute beverages to each person. Please place beverages near the cluster of cups. Place condiments at the center of the table.

POCONO ENVIRONMENTAL EDUCATION CENTER
Dingmans Ferry, Pennsylvania
(717) 828-2319

WEEKDAY MENU

		I	(If Two Servings): II
Meal Times:	Breakfast	8:00 a.m.	8:45 a.m.
	Lunch	12:00 p.m.	12:45 p.m.
	Dinner	5:00 p.m.	6:00 p.m.

	BREAKFAST	LUNCH	DINNER
M O N		Soup of the day California hamburger on bun w/pickles Cottage cheese Fruited jello	Roast turkey breast w/gravy & cranberry sauce Buttered whipped potatoes Dinner rolls Sliced carrots Sugar-coated spice cake
	Assorted Hot and Cold Beverages		
T U E S	Chilled orange juice Country style scrambled eggs w/ham Buttered toast w/jelly Hot cereal Assorted cold cereal	Tomato soup Grilled American cheese sandwich w/pickles Fresh garden salad w/dressing Fresh fruit	Spaghatti w/meat sauce Tossed salad Dinner rolls Cottage cake
	Assorted Hot and Cold Beverages		
W E D	Chilled orange juice French toast w/hot syrup and butter Hot cereal Assorted cold cereal	Hot Bar-B-Q on a bun Potato chips Fresh garden salad Fresh fruit	Baked quarter of chicken w/giblet gravy Whipped potatoes Buttered green peas Dinner rolls Golden cake w/frosting
	Assorted Hot and Cold Beverages		
T H U R S	Chilled orange juice Scrambled eggs Buttered toast w/jelly Hot cereal Assorted cold cereal	Soup of the day Baked cheese pizza Fresh garden salad w/dressing Chilled fruitq	Baked glazed ham Oven brown potato Buttered green beans Tossed salad Dinner rolls Fresh apple pie
	Assorted Hot and Cold Beverages		

WEEKEND MENU

Meal Times: Breakfast 6:00 a.m.
Lunch 12:00 p.m.
Dinner 5:00 p.m.

Meal times are subject to change for accommodations of large groups.

Arrangements for special snacks made in advance.

	BREAKFAST	LUNCH	DINNER
F	Chilled orange juice	Manhattan clam chowder	Southern style fried chicken w/gravy
R	Old Fashioned pancakes w/hot maple syrup and butter	Batter dipped fish w/tartar sauce	Rice
I	Grilled sausages	Creamy cole slaw	Mixed vegetables
	Hot cereal	Old fashioned brownie	Dinner rolls
	Assorted cold cereals		Ice cream
			Novelties

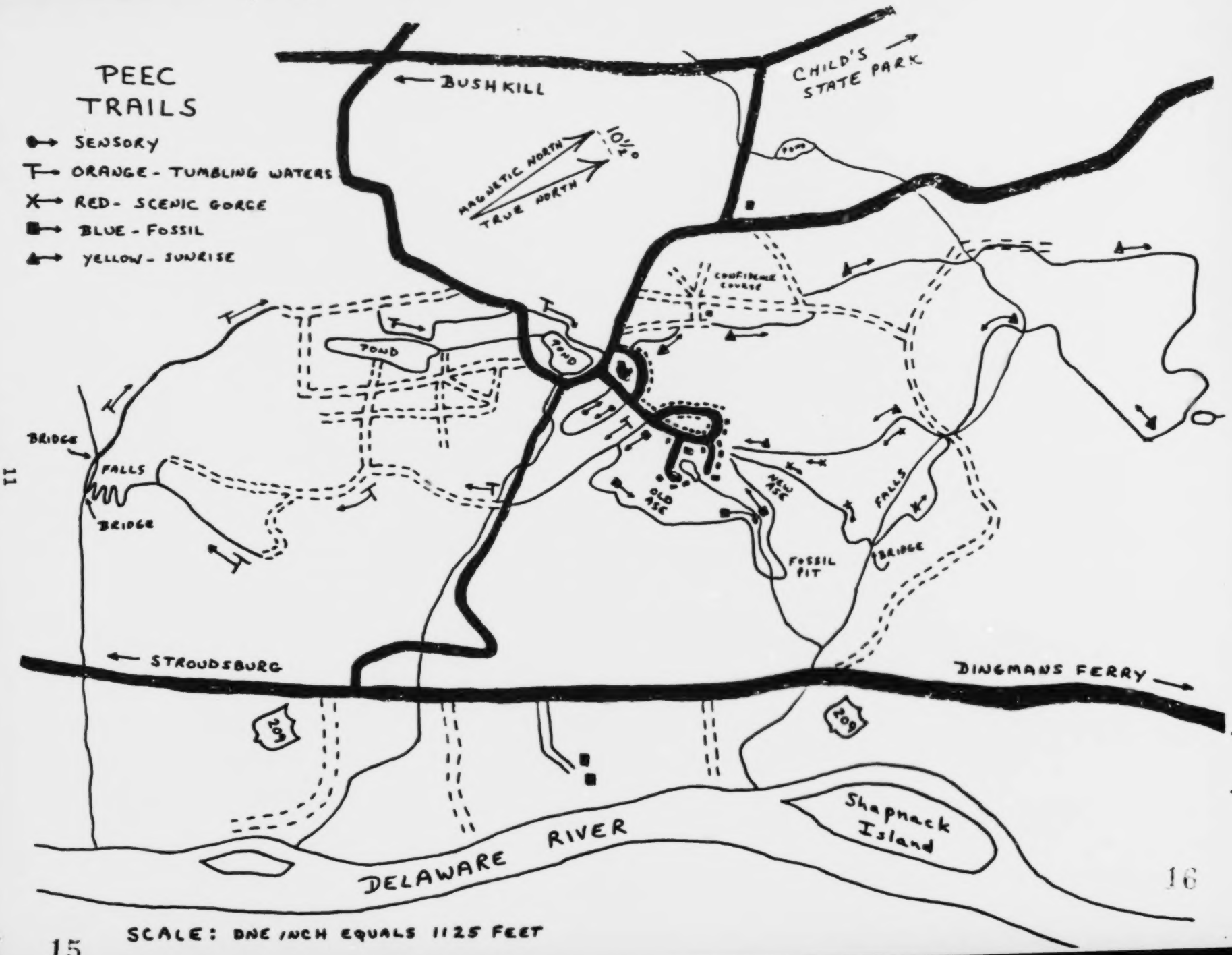
Assorted Hot and Cold Beverages

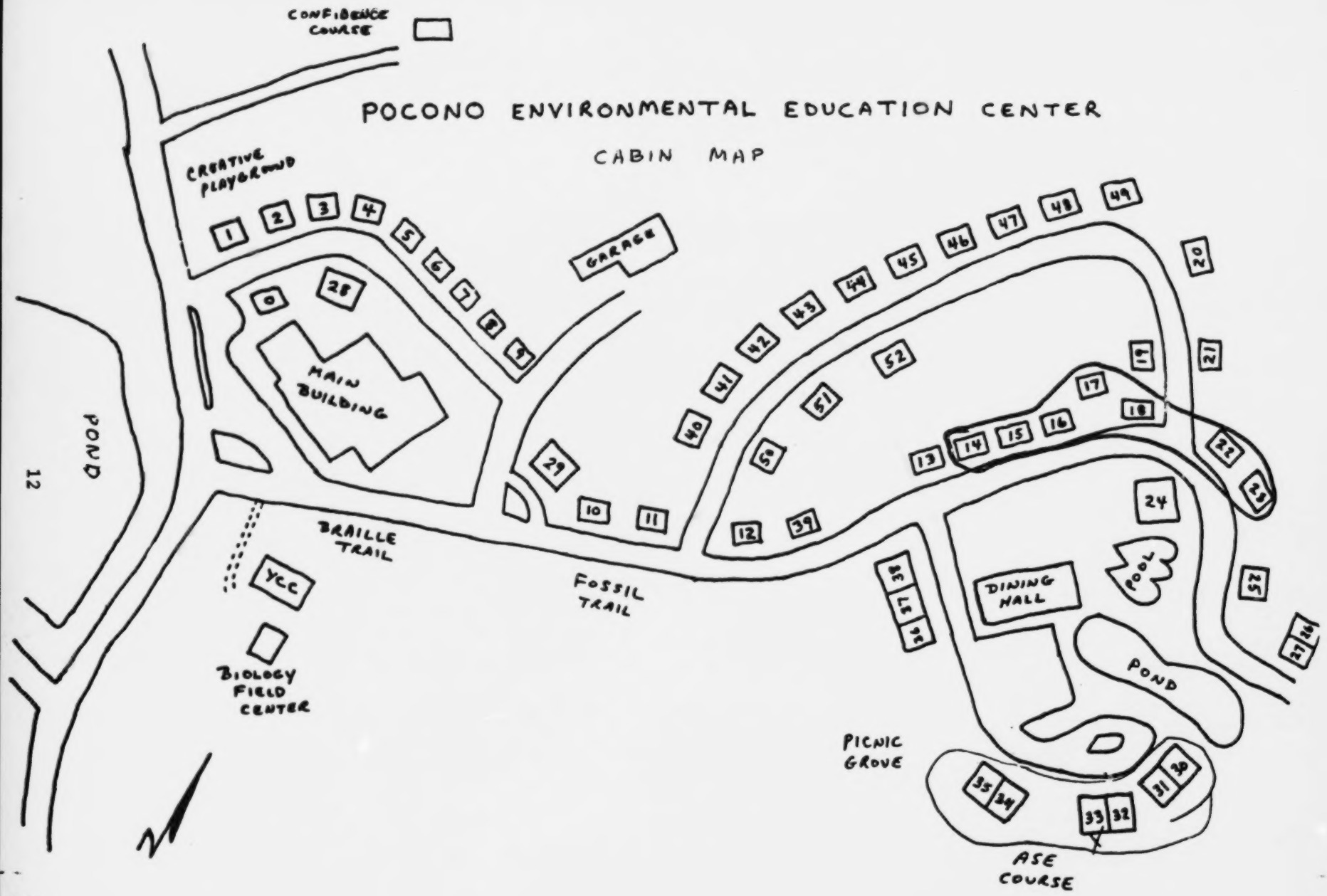
	Chilled orange juice	Soup of the day	Roast choice bottom round of beef w/gravy
S	Country style scrambled eggs	Grilled beef frankfurter on a bun	Whipped mashed potatoes
A	Buttered toast w/jelly	Baked beans	Garden peas
T	Hot cereal	Assorted salad	Dinner rolls
	Assorted cold cereal	Fresh fruit	Fresh baked turnover

Assorted Hot and Cold Beverages

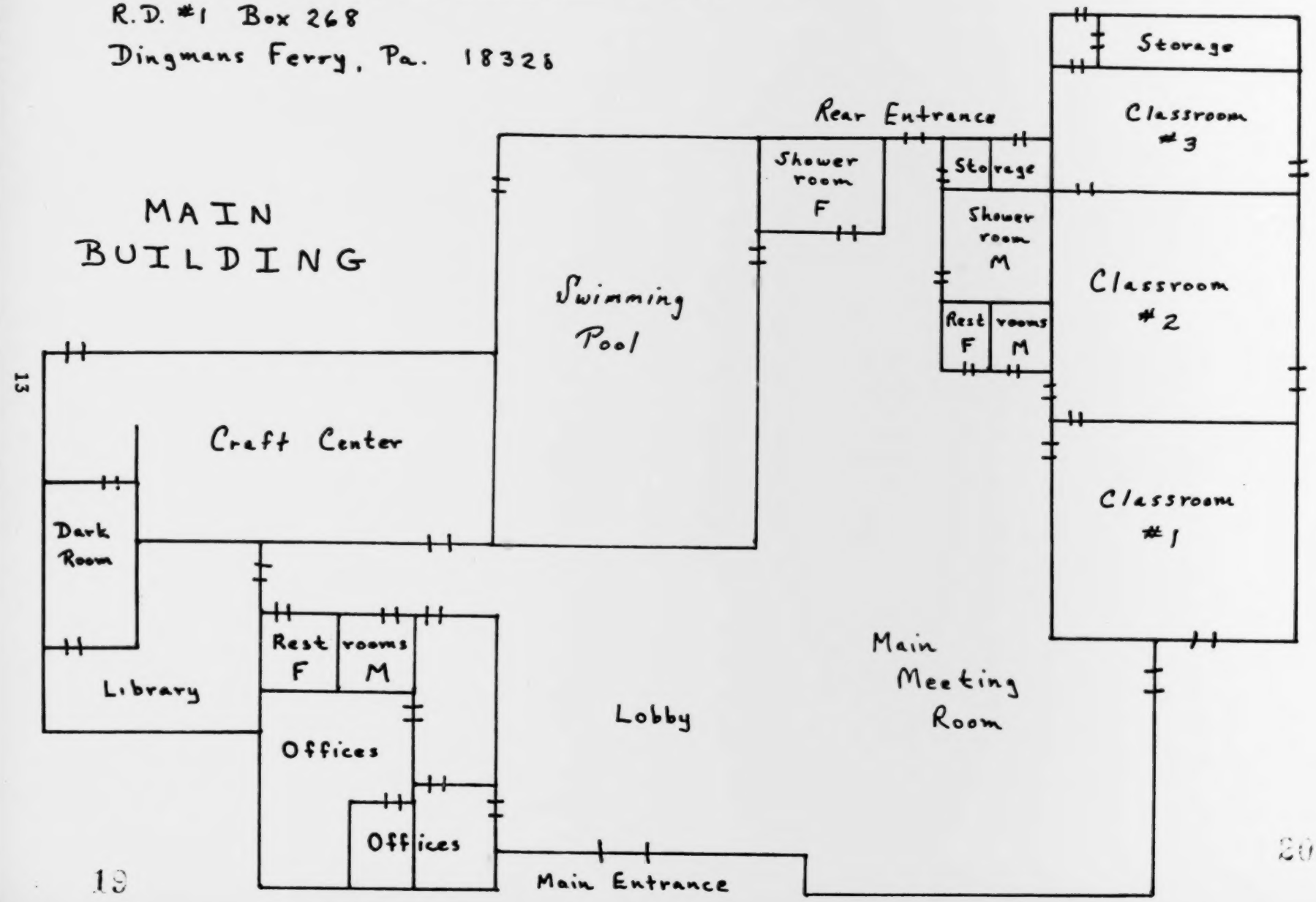
	Chilled orange juice	Soup of the day
S	French toast w/hot syrup and butter	Italian hoagie w/dressing
U	Brown and serve sausage	Cottage cheese
N	Hot cereal	Pickles
	Assorted cold cereal	Fruited jello

Assorted Hot and Cold Beverages


PEEC
TRAILS
SENSORY
ORANGE - TUMBLING WATERS
RED - SCENIC GORGE
BLUE - FOSSIL
YELLOW - SUNRISE
BUSHKILL
CHILD'S STATE PARK
MAGNETIC NORTH
TRUE NORTH
10½°
POND
POND
POND
CONFIDENCE COURSE
BRIDGE
FALLS
BRIDGE
OLD ASE
NEW ASE
FALLS
FOSSIL PIT
BRIDGE
STROUDSBURG
DINGMANS FERRY
209
209
Shapnack Island
DELAWARE RIVER
SCALE: ONE INCH EQUALS 1125 FEET


CONFIDENCE COURSE
POCONO ENVIRONMENTAL EDUCATION CENTER
CABIN MAP
CREATIVE PLAYGROUND
GARAGE
MAIN BUILDING
POND
12
BRAILLE TRAIL
FOSSIL TRAIL
YCC
BIOLOGY FIELD CENTER
DINING HALL
POOL
POND
PICNIC GROVE
ASE COURSE

Pocono Environmental Education Center
R.D. #1 Box 268
Dingmans Ferry, Pa. 18328



STUDENT LEADERSHIP CONFERENCE
SAMPLE FORMAT

FIRST DAY:

I. Orientation	30 minutes
II. "Getting to Know You" Scavenger Hunt Dyads Group - Introduce Partners Group Symbol	90 minutes
III. Contract What Wheels Small group consensus Large group consensus Staff contract Gives to Get Rules	60 minutes
IV. Mailboxes	10 minutes
V. Writing Activity	60 minutes
VI. Action Socialization Experience (Leader)	90 minutes
VII. Night Hike (Leader)	90 minutes
VIII. Braille Trail (or Sensory Exercise)	30 minutes
IX. Campfire	90 minutes
X. Energizers - as needed	

SECOND DAY:

I.	Community Meeting	30 minutes
II.	Orienteering (Leader)	90 minutes
III.	Introduction to Communication & Leadership Skills Chain Pantomime Perception Exercise Simple Simon Indian Chief	30 minutes
IV.	Leadership Skills Initiative Day Activities	90 minutes
V.	Introduction to Group Problem-Solving Developing Action Plans Option: Personal Goal-Setting Split time	180 minutes
VI.	Continue writing assignment	90 minutes
VII.	Options: Swimming Square Dance Image Walk Guided Fantasy Advanced Communications 1. Listening 2. Feedback Projection Exercise Peer Pressure 1. The Goat Breaking In - Breaking Out Empathy - Role Reversal Canoeing Cross Country Skiing Competition (Wooden Blocks)	30-180 minutes
VIII.	Energizers as needed	

THIRD DAY:

I.	Complete reporting on action plans - or option from Day 2	60 minutes
II.	Review contract, rules, give to get	15 minutes
III.	Evaluation	15 minutes
IV.	Community Meeting	30 minutes
V.	Closure	
	Reading messages in mailboxes	15 minutes
	Unfinished business	10 minutes
	Talk with someone you didn't get to spend time with	10 minutes
	Lapsit	10 minutes
	Group hug	Finis

GROUP INTERACTION PROCESS
WAYS TO DIVIDE GROUP

1. By birthday seasons
2. By astrological sign
3. Determine number of groups you want, count off accordingly, i.e. count off 1-2-3, 1-2-3, etc. All 1's move together, 2's etc. - 3 groups formed.
4. By favorite fruit - peaches, cherries, oranges, etc.
5. By first vowel in name
6. By closing either left eye or right eye and finding person with same eye closed
7. By putting pinky or thumb in the air and finding person with same in air
8. By apparel items - belt, scarf, watch, etc.
9. By size
10. By color of clothing; of eyes
11. By hopping on left or right foot and combining with someone doing likewise
12. By number of letters in first name (odd or even)

COMMUNITY MEETINGS

Community meetings are held daily usually the first hour of the day following breakfast. Request everyone to sit on floor in a circle. The leader gives directions and then becomes a participant.

DIRECTIONS - Anyone may speak to -
1. Air any problem in community
2. Give feedback on activities
3. Voice concerns

THERE WILL NOT BE A LEADER - EVERYONE ON EQUAL FOOTING.
SILENCE IS O.K.

Ask students to be aware of process. What are the issues? Who are the main players? How does the group function? When possible one student or leader should be asked to be an observer and give descriptive feedback at end of meeting. An observer describes happening only. See observer sheet samples attached.

Explanation of roles in groups follows.

SKILL: GROUP PROCESS

1. Who was seeking information or opinions: Requesting facts; seeking relevant information about group concerns. Asking for expressions of feeling; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas.

2. Who was giving information or opinions: Offering facts; providing relevant information about group concerns. Stating a belief about a matter before the group; giving suggestions and ideas.

3. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

4. Clarifying: Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group.

5. Harmonizing: Attempting to reconcile disagreements; reducing tension; getting people to explore differences. Use of humor.

6. Gate-Keeping: Helping to keep communications open; facilitating the participation of others; suggesting procedures that permit sharing thoughts.

7. Encouraging: Being friendly, warm and responsive to others; indicating by facial expression or remarks, acceptance of others' contributions.

8. Compromising: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.

9. Standard Setting and Testing: Testing whether group is satisfied with its procedures or suggesting procedures.

NON-PRODUCTIVE ROLES IN GROUP

1. Resisting: resisting anyone in the group who represents authority.

2. Controlling: Asserting personal dominance, attempting to get own way regardless of others.

3. Withdrawing: Trying to remove the sources of uncomfortable feelings by mentally leaving the group.

3. Pairing-up: Seeking out one or two supporters and forming a sub-group which supports each others.

SOME GUIDE QUESTIONS FOR OBSERVERS

1. Who talked the most?

2. Did non-talkers seem to be listening?

3. Was an effort made to draw people out? By whom?

4. Who attempted to organize the group?

5. Who pushed for decision?

6. Were there lots of ideas or just a few?

7. Were ideas supported? By whom?

8. Did everyone agree on the decision?

9. Who helped influence the decisions of others?

10. Was there interrupting or cutting people off?

11. Did people openly confront one another and give honest feed-back?

PROCESS OBSERVATION REPORT FORM

Group_____ Date_____

Interpersonal Communication Skills

1. Expressing (verbal and nonverbal)

2. Listening

3. Responding

Communication Pattern

4. Directionality (one-to-one, one-to-group, all through a leader)

5. Content (cognitive, affective)

Leadership

6. Major roles (record names of participants)

_____Information-processor	_____Follower
_____Coordinator	_____Blocker
_____Evaluator	_____Recognition-seeker
_____Harmonizer	_____Dominator
_____Gatekeeper	_____Avoider

7. Leadership style

_____Democratic _____Autocratic _____Laissez-faire

8. Response to leadership style

_____eager participation _____low commitment _____resisting
_____lack of enthusiasm _____holding back

Climate

9. A feeling tone of the meeting
10. Cohesiveness

Goals

11. Explicitness
12. Commitment to agreed-upon goals

Situational Variables

13. Group size
14. Time limit
15. Physical facilities

Group Development

16. State of development
17. Rate of development

Observer Reaction

18. Feelings experienced during the observation
19. Feelings "here and now"
20. Hunches, speculations and ideas about the process observed.

Reproduced from A Handbook of Structured Experiences for Human Relations Training, Vol. III, Pfeiffer & Jones.

ROLE NOMINATIONS FORM

DIRECTIONS: For each member, place check marks in the column corresponding to the roles he/she has played most often in the group so far. Include yourself.

Roles / Members																			
GROUP TASKS ROLES																			
1. Initiator																			
2. Information seeker																			
3. Information giver-clarifier																			
4. Coordinator-Summarizer																			
5. Orienter																			
6. Evaluator																			
7. Encourager																			
8. Harmonizer																			
9. Gatekeeper and Expediter																			
10. Standard Setter																			
11. Follower																			
12. Consensus Taker																			
ANTI-GROUP ROLES																			
13. Aggressor																			
14. Blocker																			
15. Recognition Seeker																			
16. Dominator																			
17. Avoider																			
18. Pairing-up																			

HUMAN TREASURE HUNT DIRECTIONS

Most of you have probably gone on a scavenger hunt looking for such things as an acorn, a stop sign, three round rocks, etc.

The hunt we're about to begin is somewhat different because what we're looking for can be found within our group. This will be a "human treasure hunt" where we will be discovering the treasures and resources of the people in our group.

The purpose of this activity is for you to get acquainted with people you do not know and discover new things about people you already know.

You are to fill out at least ten of the items on the sheet given you. Circulate through the room, talking to as many people as possible to complete your list. Have the appropriate person sign your sheet in the space provided. Please do not use any prior knowledge to complete this task.

Comments: The Human Treasure Hunt is used as an "ice breaker," an activity to help the group get acquainted and learn a few things about each other. It is also a very effective team building experience.

SCAVENGER HUNT I

FIND SOMEONE WHO....

1. Watches less than 5 hours of TV each week.
   How does he/she spend free time?_____

2. Jogs at least 10 miles each week.
   What does he/she think about while jogging?_____

3. Thinks sporting events at school are a waste of time.
   What are his/her reasons?_____

4. Loves to read mystery novels.
   Have him/her tell about a favorite._____

5. Has ever considered running away from home.
   Where was he/she going to go? _____

6. Would like to write a book.
   What would the title be?_____

7. Would like a temple rub.
   Rub-a-dub-dub... _____

8. Has disappointing grades this year.
   Have that person sit on your lap while telling about it._____
   _____

9. Enjoys being with their parent(s).
   Have him/her tell you what makes his/her parent(s) so special._____
   _____

10. Has attended a funeral in the past year.
    Have him/her share his/her feelings about the experience._____
    _____

11. Favorite color is yellow. _____

12. Should wear glasses but doesn't. _____

13. Has attended a wedding in the past six months. _____

14. Puts left arm in coat first. _____

15. Sleeps with pet. _____

16. Wears socks to bed. _____

17. Brushes teeth up and down._____

18. Prefers bath to shower. _____

19. Has been stuck on an amusement ride. _____

SCAVENGER HUNT II

FIND SOMEONE WHO....

1. Watches TV often.
   Talk about and share your favorite TV program._____

2. Loves to read.
   Have him/her tell you about a favorite book._____

3. Likes to cook.
   Have him/her tell about a favorite recipe._____

4. Owns own car.
   Have him/her describe his/her "dream car".._____

5. Has a favorite sport hero.
   What do you like about him/her?_____

6. Works after school.
   Have him/her tell what he/she likes about the job._____

7. Has had an accident with the family car.
   Tell how it felt to tell his/her parent._____

8. Can sing three TV commercials.
   Lend 'em an ear._____

9. Remembers a favorite game from age seven.
   Learn it._____

10. Has the same size thumb as you do._____

11. Reads Peanuts comic strip on a regular basis._____

12. Has had a good laugh in the past week.
    What brought on the laughter?_____

13. Sees self as more "funnybone" than "backbone."_____

14. Wonders what he/she will be "when grown up."_____

15. Wears the same size clothing you do._____

16. Believes it's OK for a man to cry._____

17. Comes from a family of 5 children or more._____

18. Had a male elementary teacher._____

19. Feels "you can't fight city hall."_____

20. Has seen someone doing something good today._____

INTRODUCE YOUR PARTNER

Each person pairs off with another person in the group whom he/she does not know well and who has signed his/her scavenger hunt check list. The two spend about 10 minutes getting acquainted, each having the opportunity to talk for five minutes. The subject to be discussed can be open or assigned, such as information about one's self, opinions on certain issues, etc. The exercise "Sharing" can be incorporated at this time:

> Sharing: All participants bring with them something that is special to them, e.g., a book, poster, photograph, football, stuffed animal, gift received, or simply a cherished memory. During sharing, each person explains or demonstrates the "object" to his/her partner and tells why this "something" is important.

Participants should be cautioned not to share something confidential about themselves that they would not want shared with others. After ten minutes, everyone returns to the large group and each person, in turn, introduces his/her partner to the entire group by standing behind him/her and introducing him as "himself." Thus, John would stand behind Bill and say "I am Bill White. I am a junior at Upper Merion and like to play baseball. I also enjoy hiking etc..." When John stands behind Bill, he should be encouraged to place his hands on Bill's shoulders and thus make a mild form of physical contact.

The group leader should emphasize that no discussions are permitted until all group members have introduced their partners and have had the opportunity to react to those introductions, i.e. was it "good," "bad," "warm," "accurate," etc.

Purpose

1. To increase the listening skills of students. By checking information, shared by them in dyads, students learn to be more aware of what others are thinking and saying. This skill can be further enhanced if one student stands behind another and reports out, without looking at the face of his partner. Visual cues often curtail true feedback.

2. To allow students to report out information before interaction and thus provide opportunities for them to voice their thoughts without being interrupted.

3. To initiate group development.

Note: 1. When one student places his hands on the shoulders of another a subtle form of communication occurs that often helps both of them feel a sense of togetherness.

Note: 2. This activity is best implemented after students have been together in dyads for a considerable length of time, thus allowing them adequate time to exchange information on a given subject or to share feelings about themselves.

Note: 3. Students, in dyads, should be allowed the opportunity to decide whether or not they wish to reveal any information they shared to other students before they are moved into larger groupings. In this way, confidentiality can be assured and respect for each other developed.

Adapted from Reaching Out by Gerry Edwards.

GROUP SYMBOL

After all the introductions, ask everyone to sit next to his/her partner.

Explain: All communities are identifiable by their organizations, physical structures, governmental bodies and people. For the duration of this training session the group will be working together as a community. These yarn bracelets will be your community identification for these workshop days.

Pass out three pieces of yarn to each participant. The yarn should be long enough to be braided and tied to the average wrist.

One piece of yarn must be the same color in all packets (for instance blue) and represents the community as a whole.

One piece of yarn of another color represents the person you have just introduced and now know better than others.

The last piece of yarn represents the other person next to you that you now know through someone else's eyes.

Take the time during this workshop to get to know "the other person" one to one.

Instruct each participant to pick up the packet of yarn and hold the central color i.e. blue for him/herself and give one of the remaining pieces of yarn to the person he/she has just introduced. Give the remaining piece of yarn to the person on the other side of you. Turn to the person you have introduced and assist each other, in turn, braiding the yarn and tying to each other's right wrist.

Students often wear the bracelet for several days after the workshop as a symbol of the sharing they experienced during the course of the workshop.

CONTRACTS
BUILDING A CONTRACT

1. Prepare a list of workshop outcomes as prepared by the staff, skills, building community, etc. This will be dependent on the workshop design. Put on newsprint and keep covered until after contracting exercise with students. Also list staff "Give to Get" and post in like manner.

2. Instruct the students on the concept of a What Wheel. See Process Wheels directions next page.

   Pose the following question: Time limit - 5 minutes
   What are your expectations from this workshop for yourself and for the group?

Example:

3. Divide students into three or four groups. Supply each group with a marker, a piece of newsprint and masking tape. Instruct students to exchange What Wheels and share. This helps them to affirm one another. Instruct the groups to appoint a recorder and make one composite list for their group.

4. After about 10 minutes check with groups and when all are finished, have each recorder post the list at front of meeting room and report to the large group.

5. Have each group follow likewise.

6. Starting with most complete list and checking other sheets, and with the other groups complete a list that the group can all agree upon. It is important to reach consensus on each of the items.

7. When this is complete, compare with staff outcomes and leave both lists posted for duration of workshop.

8. In the large group, brainstorm "Give to Get." What are you will to "Give to Get." What's in the contract?
   Leave posted for duration of workshop and share staff's "Give to Get."

9. Brainstorm rules, these give staff's non-negotiables, and leave posted.

The Process Wheel can be used to generate questions, answers, resources, procedures, feelings, etc. The following exercise description is written for students and can adapted many ways to help a group work well together and be productive.

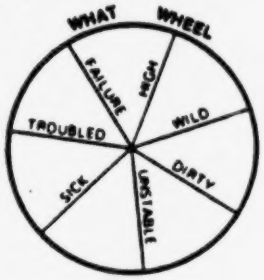
Source: Reaching Out
by Dr. Gerald Edwards
Innovative Designs for
Educational Action, Inc.
Garden City, New York

PROCESS WHEELS

Each student draws a large circle on a piece of paper, placing a center point in the circle which represents the hub on a wheel.

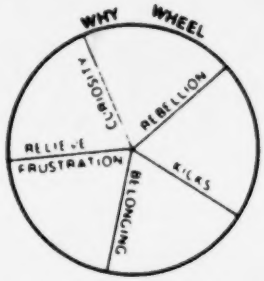
Reaching Out

Lines are drawn from the center or hub to the circle or rim of the wheel. They represent the spokes of the wheels. On each spoke is written a word or a short phrase or an abbreviation which describes the WHAT, WHERE or WHY, etc. of a given situation or behavior. Where the students feel insecure about their ability to express themselves or spell accurately, encourage them to abbreviate in any manner they wish. In this way youngsters will feel freer to put their thoughts on paper than if they were held to letter-perfect or exact performance. For example, you might ask, "What is a drug user like?" A student could write adjectives such as "wild," "sick," "dirty," "unstable," "troubled," "high," "failure" on the spokes of the WHEEL. The WHAT WHEEL would look like the following:

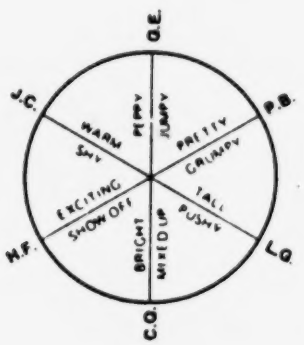


You could ask, "WHERE can we find information on drugs?" A student might respond with statements such as police, doctors, books, research, addicts, etc. The WHERE WHEEL would look like the following:

You might ask, WHY do people use drugs?" and a student's response could be "kicks," "belonging," "relieve frustrations," "rebellion." "curiosity." The WHY WHEEL would look like the following:



Another way of using the process is to have each student write on each spoke of the wheel adjectives which describe his own strengths and weaknesses as well as his classmates'. The teacher might say to the class, "Think of something good about each person in the class (or in your group) and on the top of each spoke write a word or short phrase that best describes what that is. Draw a spoke for each person, including one for yourself and place each person's initials at the end of each spoke on the outside of this circle. On the bottom of each person's spoke in your wheel write a word or phrase that describes something that is not so good about the person, like something he/she does that makes you feel bad (see diagram.)



If the students wish, the process wheels can be posted after they have been shared and discussed. In some cases, they may serve as visible indicators of content mastery or trace the development of relationship within the group or class. The process wheels can be arranged in a way to depict various vehicles i.e. car, and labeled "How we can move together."

Purpose

PROCESS WHEELS are another way of listing to increase interest and focus on a new way of thinking and responding. The PROCESS WHEEL is an effective tool for limiting fighting on a particular issue, especially where students are verbose.

They can be used to generate questions, answers, resources, procedures, feelings, etc.

MAILBOX DIRECTIONS

Each of you will be given a paper bag which will become your personal mailbox. You are to personalize it in any manner you desire, e.g., name, picture, symbol, etc. When finished, hang your mailbox in the designated area.

Throughout your stay, as you come into contact with other participants and/or observe their actions and remarks, you are encouraged to give positive feedback in the form of "notes, messages, etc." to be placed in their mailboxes. Please try to write at least one for each participant. Your signature is optional.

In the closing exercises, time will be allotted for you to read your messages.

TRUST-BUILDING EXERCISES

Trust Circles, Cradles and Walks

These activities help students develop a sense of trust by experiencing some non-verbal evercises.

Procedure:

A. Trust Circle

1. Form a close circle. A volunteer stands in the center of the circle with eyes closed as the group passes him/her around or across the circle by the shoulders and upper torso. Members take turns being passed.

2. Discussion

   a. How did it feel to be passed around?

   b. How did it feel to help pass someone around?

   c. Were some people passed differently from others?

   d. Was your group playful or serious? Agressive or gentle?

B. Trust Cradle

1. Form two lines, one on each side of a volunteer who is lying on the floor. The group picks the person up with someone supporting the volunteer's head.

2. The volunteer, with eyes closed, should relax as much as possible while being rocked forwards and backwards, and raised up and down, all with a rocking motion.

3. Discussion

   a. How did it feel to be cradled?

   b. What were some of your thoughts as you cradled different members of the group?

   c. Did you experience any resistance or hesitation?. If so, when? Did it reduce or disappear?

C. Trust Walk

1. Pair up with a student known least. Each is blindfolded in turn. While one is blindfolded, other is to lead him around the room, touching various things. The leader is responsible for the blindfolded student's welfare.

2. Discussion

   a. How much trust did you feel for your partner at the beginning? What if you bumped into something? Now?

   b. What are your trust levels for:

      1) Parents
      2) Teachers
      3) Friends
      4) Strangers

   c. What is the relationship between trust and being a leader of follower?

WRITING ASSIGNMENTS: REFLECTIONS

At almost any given moment, thoughts are running through your head - a spontaneous mixture of wonderings, wishes, conjecture, generalities, opinions and other mental productions equally difficult to name accurately. It is this mixture that we will call, for convenience, reflections. By using this term, we would like to emphasize the reflexiveness of these mental productions; they are on-going reactions to what is happening and what has happened. As such, they flow in and out of sensations and memories, by which they are stimulated and which they are linked by associations of either public or private logic.

But a part of what is happening now is this flow of inner events itself; reflections prompt other reflections and thus create what we call trains of thought. In unfocused moments our thoughts wander freely as we let various sorts of inner and outer stimuli draw our minds one way, then another. This spontaneous mental life is a rich source of material for writing.

First Writing Assignment

Select a person or object of the natural world present in this room...Hold a "concentration session" during which you focus your attention on your chosen starting stimulus, thinking together only about one thing. Let nothing distract you. As you concentrate, you may begin to see things you did not notice before and become conscious of the group around you, for all of you are focusing.

Follow your feelings; keep track of them for they are your natural response to the situation. Experience the person or object and your group completely, in relation to the activities of this seminar up to this point.

Now, you will create a "poem" of your reflections. Begin by jotting down one line; when this is done, pass your notebook to the person on your right, who will read your line, contribute another line, and passes it on until everyone in the room has contributed to your poem. Do not break the intense concentration; this is all done silently. The last person, the individual to your left, adds the last line and then will read all the lines aloud in the order written.

Second Writing Assignment

The goal is to capture, on paper, chains of reflection. It is important to realize how some of the best thought and writing are prompted by stimuli one does not plan oneself.

Go alone to some quiet place and write down, for 15 minutes, everything that comes into your head about your experiences at this seminar up to this time. Use the first words that occur to you and without concerning yourself about grammar, spelling, form and continuity. This should be a kind of fast note-taking to get down as much as you can of what you think, feel and sense during those 15 minutes. Keep the focus on the "right now" so you concentrate on what you are actually experiencing. No one else need see this writing but it will be important for later work.

The point of quietness is to reduce the sensory stimuli and encourage an awareness of inner things - emotions and backaches, as well as thoughts.

You are acting as secretary for yourself, not consciously selecting at all, and then only later, when acting as editor, to select.

Third Writing Assignment

Go back to your second writing assignment to reread what you had written in your stream of consciousness. As you reread, pause to answer these questions:

What did it feel like to do this kind of writing?

Was I difficult?

Is your mind ever blank?
How did you decide which thoughts and feelings to put down and which to leave out?

What standard of "important" or "interesting" did you go by since the directions indicated no topics or values or audience?

Did you find yourself, despite the directions, trying to stay on a subject, find a continuity, or move toward a goal? If so, why?

Did you use whole sentences or fragments?

What kinds of words were most dispensable?

Did you paragraph?

Did you punctuate?

Since no one else was going to read this, what purpose could it serve?

Does your paper jump; that is, could someone follow from one part to the next? What would prevent that? In a month, would you be able to follow it yourself?

After you have reread your stream of consciousness writing and related it to the questions above, begin a reflective essay or poem which will recapture your thoughts, emotions, feelings, opinions and experiences of this seminar. This piece of writing should be your final product reflecting you as a participant in the seminar.

Write several different incidents that have something in common, that are joined in your mind by some theme or idea. Perhaps they will all show the same thing. Draw these incidents, thoughts and feelings from your previous writing experience and/or add to what you have already jotted down. However, use the same process of serving as a secretary to yourself and eventually as the editor of your own work.

LEMONS: A SENSORY-AWARENESS ACTIVITY*

Goal: To increase sensory awareness.

Group Size: Eight to twelve participants.

Time Required: One hour.

Materials: A lemon for each participant.

Setting: A large enough space for participants to sit comfortably in a circle on the floor.

Process

1. The facilitator asks the participants to sit on the floor in a large circle. He gives a lemon to each participant and explains that since no two lemons are identical, each person is to get to know his special lemon very well.

2. The facilitator allows the participants ten minutes to "become acquainted" with their lemons. They should spend the first five minutes observing the visual qualities of their lemons and the second five minutes, with their eyes closed, sensing through touch the unique tactile qualities of their lemons.

3. After ten minutes, the facilitator asks the participants to form dyads. Each member of a dyad then "introduces" his lemon to his partner by acquainting him with its particular characteristics.

4. The facilitator then asks the dyad partners to exchange lemons and feel them to note the differences.

5. The facilitator now groups the dyads into intermediate groups of four or six. He asks the members of each new group to form a small circle and to place their lemons in a pile in the middle. He then asks them to close their eyes and to find their own lemons.

6. The facilitator asks all participants again to form a large circle. He then collects the lemons and redistributes them to the participants. He asks the participants to close their eyes and pass the lemons to their right, feeling each one in order to identify their own. When a participant has identified his lemon, he is to put it in his lap and continue passing lemons until all participants have their own lemons.

7. The facilitator discusses the experience with the group members, eliciting their reactions to utilizing the sensory skills involved.

Variations

1. Other materials besides lemons can be used. (pebbles, rocks, etc.)

2. The entire process can be carried out nonverbally.

3. Step 5 can be eliminated.

4. In step 6 the lemons can be piled in the center of the room, and participants can be instructed to find theirs with their eyes open.

AWARENESS EXPANSION: A POTPOURRI*

Below are listed several activities that can be useful in personal growth laboratories to heighten one's sensory awareness.

1. Exploring Your Space. Lie on the floor, eyes closed. With your hands explore the space you occupy. Stretch and contract your space.

2. Pounding. Beat vigorously on a pillow or cushion. Focus on all of the feelings elicited.

3. Yelling. Yell as loudly as you can any of the following: your name, the name of a significant person, how you are feeling, taboo words, numbers, nonsense syllables, or primitive sounds. Explore your physiological and psychological responses.

4. Opening an Egg. Without talking, explore an egg. Try to break it by squeezing on it. While paying attention to your own feeling, think of all the symbolism connected with an egg. Then open the egg in any way you feel appropriate and explore the contents. Alternative: Use an orange. Then eat the orange, focusing on its taste and textures.

5. Deep Breathing. Lie on the floor, eyes closed. Breathe as deeply as you can, concentrating on the effects of increased oxygen intake. Fantasize observing your breathing from the inside.

6. Feeling Hands. Feel your left hand with your right hand. Be aware of touching yourself. Then reverse, exploring your right hand.

7. Pressure Points. Mentally check over your entire body and locate all of the pressure points (your bottom, your shoes, your bra strap, your belt, etc.).

8. Washing Hands. "Wash" your hands with sand, salt, snow, or an ice cube. Pay attention to all the feelings you experience.

9. Eating Bread. Eat a piece of bread, free associating on the subject of bread while being aware of the taste and texture.

10. Stretching. Extend your left arm as high above your head as you can. Then extend your right arm. Stand as high on your tiptoes as you can. Then try to take up as much space as you can.

11. Tapping and Slapping. With your fingertips lightly tap all over your head (or a partner's head), feeling the effects of the touch. Then slap as many areas of your body as you can.

*J. William Pfeiffer and John E. Jones, editors, A Handbook of Structured Experiences for Human Relations Training, Volumes I and III. La Jolla: University Associates Publishers, Inc. 1974.

LEADERSHIP AND COMMUNICATION SKILLS

CHAIN PANTOMIME

Four people go out of the room. The class chooses an activity with a lot of action (like making a bed) to pantomime. Call No. 1 (first person in from outside. A volunteer pantomimes the activity. No. 2 is call in and No. 1 pantomimes the activity to No. 2. No. 2 pantomimes to No. 3 and No. 4 who will guess what the pantomime is. This is something like whispering down the lane.

PERCEPTION EXERCISE

TIME: 30 Minutes

OBJECTIVES: Perception - Seeing and Listening

PARTICIPANTS: Four small groups

STEP I: The Adult Leader shows the picture as well as the list of 7 points to remember to the first student in each group. The student has three minutes to memorize the points. The picture is set aside.

STEP II: The first student repeats to second student, etc., until all have had an opportunity to listen and pass on points remembered.

STEP III: The Adult Leader asks last student to repeat points remembered and lists on newsprint.

STEP IV: Goes on to next and next until the last student - until as many points as possible are listed. If age difference hasn't emerged, show picture.

The Adult Leader encourages students to describe what they see and why they think the drawing is a picture of a young or old lady, until the group sees that both are possible.

The Adult Leader then leads a discussion on the exercise covering the following:

1. How it is possible to have different views and opinions even if a group sees the same thing.

2. How the listeners' readiness affects the passing of information.

3. How our interpretation of things we see and hear is based largely upon our personal experiences and environmental influences and surroundings.

THE SEVEN POINTS TO REMEMBER AND TELL YOUR NEIGHBOR ARE:

1. It is a picture of a lady.
2. There is a feather in her hair.
3. There is a cloth piece over her head.
4. She has a fur around her neck.
5. The feather in her hair is curved.
6. The hair appears to be very dark.
7. The lady's age appears to be about _____ (guess).

NOW BE READY TO TELL YOUR NEIGHBOR THE ABOVE POINTS!

SIMPLE SIMON

Time: 10 minutes

Trainer picks a leader from a group who will be called "Simple Simon." Simple Simon instructs the rest of the group in doing exactly what he says, in the following manner: "Simple Simon says do _____." The group is instructed that they are to do as Simple Simon says and does so only when he/she says "Simple Simon" before each task. If any member of the group follows a directive or a task without "Simple Simon says," he/she will be out of the game. This process will continue until one member of the group is left and has followed and listened to complete instructions.

Objective: Active Listening

Follow up to show the students how they can use their listening skills by listening closely to what is being said by Simple Simon. Students will see that the better they listen the easier it will be to follow directions and thereby enable them to stay in the game longer and possibly become the winner.

INDIAN CHIEF

Time: 20 Minutes

Setting: A large circle where everyone can see eye to eye.

Process: A participant is asked to volunteer to be "It." He/she then leaves the room. During this time the trainer selects a participant to be the leader (Indian Chief) and instructs the Chief to lead the group using non-verbal hand and body motions. The Chief can continue to change motions as many times as he/she pleases. The participant outside then is called back into the group. He/she is asked to stand in the middle of the circle and try to guess or figure out who the leader (Indian Chief) is. He/she has three guesses to pick the leader.

Wrap-up: The Adult Leader leads a discussion in leadership skills.

QUESTION: How did the Chief feel leading the group? Was everyone cooperating?

Follow by silence (3-5 minutes).

LEADERSHIP SKILLS

DIRECTIONS

I. Divide into small groups (five or six).

II. Assign each group an Initiative Day type activity to include directions for processing. Direct students to plan how to lead entire group in assigned activity. Who will give directions? How will responsibilities be shared? Will an observer be assigned? Who will do the processing? Allow 10-15 min. for each group to plan.

III. Allow each group in turn to lead assigned activities.

IV. Allow time at end of each activity for feedback to presenters.

V. Continue until all groups have had an opportunity to present.

VI. Recruit leaders for Initiative Day.

ACTIVITY I

PROBLEM: HAPPY LANDINGS

SITE NEEDS: Anywhere

GROUP SIZE: Unlimited

DIRECTIONS:

Explain to the class that this is a group activity designed to test their concentration and ability to give and take directions. Tell them you will need two volunteers--one a rower and the other a dock worker. The rower will be trying to maneuver his boat through a rock-strewn channel and land at the dock. Explain that the rower is the lone survivor from a ship that exploded. He was blinded in the explosion but escaped in a small rowboat.

The dock worker who saw the explosion is now trying to guide the blind rower to safety. The other students are to be the rocks and channel sides. Some of them should stand in two lines along the channel (boundaries), while the others (rocks) may stand, kneel or sit at random in the channel area. When the rower docks successfully, or bumps into a rock or channel boundary, both he and the dock worker lose their turn and must choose replacements. While the new rower is putting on his blindfold, the "rocks" should change positions in the channel.

The game continues until everyone has had a turn at being a rower or dock worker.

PROCEDURE:

Set up the boundaries for the channel--sides and length. Have the rower stand at one end wearing a blindfold and standing with his back to the dock worker who will be at the other end of the channel. The other students should place themselves at random in the channel area to be the rocks and channel sides.

FOLLOW-UP: (if time permits)

When all the students have had a chance to participate as rower or dock worker, ask them to sit in a circle and talk about the experience. These are some questions that might be useful for starting discussion:

- Did the dock workers find it easier to give directions after they had seen several people try?
- How did it feel to be the rower blindfolded and walking backwards?
- Which commands were the easiest to understand?
- Which were the hardest?
- Did the rowers trust the dock workers?
- Did the "rocks" want the rowers to make it?
- Which rowers went furthest?
- What accounts for this?

ACTIVITY 2

PROBLEM: BIRTHDAY LINE

SITE NEEDS: Anywhere

GROUP SIZE: Unlimited

PROCEDURE:

Without talking, have a group arrange themselves in a line by birthdate from January 1 to December 31. Exclude year of birth.

Once finished, starting at the January end, have each say their birthdate to see how the group did.

ACTIVITY 2A

PROBLEM: THREE POSITIONS

DESCRIPTION:

This activity provides the students with an exercise in cooperation and building positive feelings.

PROCEDURE:

1. Leader directs the group to raise their Right Thumb, Left Thumb, or both Thumbs. GO!
2. Find everyone who has the same sign as you.
3. Leader must now review the three groups and even out the numbers.
4. Leader places the three groups in triangle formation.
5. Leader instructs groups, "Let's start with our hands at our sides, that will be the NEUTRAL POSITION."
6. Leader asks, "Who can show us a different position? (i.e., hands on head) O.K., that will be POSITION ONE."

7. Practice NEUTRAL POSITION and POSITION ONE with groups.

8. Repeat steps 6 and 7 until two more POSITIONS are attained.

9. The Leader states, "The object of the game is for all three groups to be doing the same position at the same time." "Your group has 30 seconds to huddle together to decide what Position 1, 2 or 3 your group will take." Groups make decision.

10. "Let's start in the NEUTRAL position. When I say GO, your group will show the position you've chosen.

11. Repeat step 9 until all groups have chosen the same POSITION, Everyone is a winner now.

ACTIVITY 3

PROBLEM: STAND UP (Good out-of-door exercise.)

SITE NEEDS: Anywhere

GROUP SIZE: Unlimited

PROCEDURE:

In pairs to start, sit on the ground, back to back, knees bent and elbows linked. Now simply stand up together.

Once mastered with two, try three. Then four, five, six until maybe the whole group.

As you add more and more, you soon realize there's more stumbling, struggling and giggling.

How many can your group successfully stand up with?

ACTIVITY 3A

PROBLEM: ALPHABET VOLLEYBALL

SITE NEEDS: Special equipment

SPECIAL EQUIPMENT: Volleyball

GROUP SIZE: Whole group

PROBLEM DESCRIPTION:

To get the whole group to consecutively hit ball in air 26 times while chanting "A, B, C, D, E, F, G.....Z." The ball must not hit the ground, when it does the group starts over.

PROBLEM PRESENTATION:

1. Present problem as a challenging group task.

2. Keep them at it until they achieve success.
   (If they were to do it really quickly, try for twice through alphabet)

3. Ask for loud participation in chanting "A, B, C, E,.....Z." The activity builds spirit, cooperation and excitement.

ACTIVITY 4

PROBLEM: BIRTHDAYS BY SEASON

DESCRIPTION:

This activity tests the students' sense of awareness and their ability to improvise.

PROBLEM PRESENTATION:

1. Leader states, "When I say 'GO,' find everyone who has a birthday in the same season as you as quickly as possible." "When you have your group, sit down together."

2. Seasons:
   a. WINTER - Dec., Jan., Feb.
   b. SPRING - March, April, May.
   c. SUMMER - June, July, August.
   d. FALL - Sept., Oct., Nov.

3. Leader states, "You have one minute to get your seasonal group together once I've said, 'GO.' Any questions? -- 'GO'!!!"

4. "Each group has two minutes to make up and rehearse a group cheer for your season - 'GO'!!!"

5. Leader has each group stand and do its cheer. As soon as Winter finishes, Spring stands up and does its cheer, and so on. Go from one group to the next as quickly as possible. At the close of Fall's cheer, the entire four groups rise for group standing ovation.

PROCESS

If there is time after the activity, process the experience as a class.

The purpose of these discussions:

1. To tie together the day's events with an emphasis on how well the group cooperated and what was learned.

2, The role of the discussion leader is only to help the class realize what they have learned. Be careful when describing the day's events, not to judge what happened. Rather, the discussion leader should create an open atmosphere where individuals feel encouraged to speak and share thoughts.

Begin by setting up rules for talking:

- Only one person can contribute at a time.
- Participants should listen to what others have to say without "put downs" or ridicule.
- Everyone's opinion is as important as everyone else's.
- Encourage everyone to speak, and listen.
- Discourage ridicule, put-downs, clowning etc.
- Ask a question and give students plenty of time to answer. Pause often. Allow discussion to flow.
- Describe what you see (or saw) without judgements or evaluation.

Some questions to ask the group:

(Don't feel bound to these; they are only suggestions) Also, don't feel as if you have to cover any or all. Go with the flow of the group.)

1. What was the most enjoyable moment of the day for you? Why?
2. Do you feel that your group worked together and cooperated?
3. What did you learn about decision-making today?
   - Was it easy or tough?
   - frustration
   - How could the group have worked better together?
4. Have each person describe how he/she felt about the day in one word.

Use these questions as a basis for discussion. The group should come to a decision on whether they learned something useful that can be applied to everyday living.

Because people will be tired, use careful judgement in making sure the group is involved in what is being said. If you see minds drifting and interest fading, try interspersing the following "non-active games" and then discussing how they went about solving them -- working together, listening to all ideas, treating each other nicely, etc. This might be a good lead in to dicussion on the rest of the day.

Some game suggestions:

1. Who in the group has lived in King of Prussia the longest? the shortest?
2. How many of the 50 states has the group individually been to?
3. What is the cumulative number of brothers and sisters in the group?
4. Have the group determine what color eyes and how many similar colors they have.
5. How many dogs does the group have (collectively)? cats?
6. What does the group agree is the toughest part of a principal's job? What is the most enjoyable?

Present any of these as a problem that the group must deal with. Don't act as a mediator in collecting a vote. Let them do it all. If they have been a chaotic group, jump in and ask how well they are working together. Remember, observe and try to make them figure out what they are doing well or not so well. Don't tell them.

PROBLEM-SOLVING

INTRODUCTION

I. Review attached model for identifying problem and perting.

II. Divide participants into logical work groups, clubs, Student Council, classes etc. Supply with large newsprint markers. Ask each group to appoint a recorder.

III. Instruct group-re: model

Brainstorm
Choosing problem to work on
Appoint expert
List initial solutions, strategies
Pick one and change to "How To" statement
Write one idealized goal
List strategies to accomplish goal

IV. Instruct in Pert -
See attachment

V. Leaders should circulate to work groups, moving from one to the other. Encourage validation of ideas changing "Yeah, but" into positive suggestions.

VI. After all groups have completed task, have each group post record of work and pert and ask for feedback ideas and support from rest of group.

DIRECTIONS FOR PROBLEM-SOLVING MODEL

List Problems (Brainstorm - stop at 10)

Vote (5 or less - vote for 2)
(6 or more - vote for 3)

Choose the one which received the most votes.

Appoint "Expert:"

a. the one who presented the problem elaborates on, and gives more information
b. everyone can ask questions of expert to get as much information about the problem

List INITIAL SOLUTIONS (generate data)

List IDEALIZED GOALS:

a. select from Initial Solutions, and
b. change to a How To statement, and
c. make it what the Ideal would be

Leader selects one Idealized Goal to work on:

Criteria:

a. it is interesting
b. it is the farthest out - strangest
c. it stretches the mind to break out of set patterns
d. it would have great impact on the problem

List strategies to accomplish the goal

Constantly validate each suggestion, and change "Yeah, buts" into positive suggestions and building toward a viewpoint such as, that's a good idea, my concern is

Check Expert continuously for acknowledging signs

Leader may go on to another problem, appoint another Leader and/or another Expert or Leader may continue on to

Phase II - PERT each strategy

Strategy	What Task	Who	How	When	Resources	Accountability

PROBLEM-SOLVING MODEL

PAG: Problem AS Given	Analysis by Expert	Initial Solutions	Idealized Goal Statements	Strategies	Viewpoint (Solutions, Interventions)
		General off the top of the head solutions are vented which essentially clarifies the problem and elicits many different views of problem.	The solutions elicited in previous step are changed to idealized goal statements, i.e. (How to... One goal statement is selected for exploration)	Leader begins exploration of one IGS and has group build on strategies presented. Leader uses 'spectrum policy' and concerns (yeah buts...and what ifs...) to make strategies stronger.	A viewpoint is a possible way to resolve the problem. The leader watches the expert for acknowledging signs from the expert indicating the solution is truly possible.

RULES FOR PARTICIPANTS

A. Leader - There must be only one leader designated.

1. Does not permit anyone to be put on defensive, protects everyone's self-image - is careful of masking by humor - selects and restates statement supportively.

2. Uses every member of the group's sensitivity, i.e. ability to be sensitive to issues - including "yeah, buts"...and "what ifs"..., and directs each member's aggression.

3. Concentrates attacks on problem - intensive cooperation and team-work. Never enters into competition with team members. He/she can present own ideas at appropriate period, At other times only when there is no action or after every member's ideas have been explored.

4. Is a good listener -- uses spectrum method.

5. Keeps evergy level high
   a. Moves around - is animated
   b. Uses humor
   c. Moves at a fast pace, looks to avoid boredom

6. Selects element to discuss which is most interesting and promising to self -- does not get caught up in proceedings and follows plan.

7. Is demanding -- asks difficult questions and shows appreciation.

8. Must be able to control person who dominates. Some suggestions are:
   a. Say "Thank you, I understand your point," briefly re-state it and move on.
   b. Avoid the compulsive talker's eyes.
   c. Use hand casually as "stop sign" to stop person from talking.
   d. Look for responses from others.

9. Must not manipulate his/her group; does not show false enthusiasm or choose IGS which is really his/her own.
   a. Should keep notes of what's happening on paper in front of entire group (as lecture pad paper on wall).
   b. Should make clear his/her movement from one stop to another--by question asked of member(s) or by writing on pad.
   c. Should restate where he/she is when ready to move on to another response--even though group may be deeply involved with a discussion.

10. Keeps his/her eye on expert and when the expert shows interest, follow up to provide him with more of what he/she wants. The expert might see a relationship which could yield a viewpoint.

11. Keeps in mind that he/she is not the permanent leader of the team, and rotate the leadership, whenever possible.

B. Expert

1. Should have superior knowledge of problem, i.e., factual understanding.

2. Does not try to make members as knowledgeable as he/she.

3. Must observe spectrum policy when evaluating ideas. IGS selected must be tested by referring to expert. The expert, however, must be careful not to be too critical and stifle speculation with what he/she considers impossible thinking. On the other hand, if the expert feels that even if an IGS is accomplished it would not help him/her solve the problem, then the IGS should not be the one selected.

4. Puts a viewpoint in his/her own words after it is hammered out in order for him/her to explain it later to others who did not participate in the group session.

5. Should maintain an attitude that everyone is working for him/her to help solve his/her problem.

6. Must be able to form incomplete solutions into complete ones with his knowledge. The group merely tries to provide new and significant clues.

7. Must be able to listen "hard" for a gem of an idea that might help solve the problem. He/she must not second-guess a member's thoughts, rather, allow time for them to be fully verbalized.

8. Must not label ideas, i.g. old, we did that before, etc., which would discourage participation.

9. Should 'constructively distort' the groups ideas, i.e., interpret or modify a clue in order to make it helpful.

10. Must jump back and forth between supporting an idea on the one hand and voicing realistic concerns on the other--wihout killing the idea, i.e., as attacking it strongly or rejecting it.

11. Should back off from specifics of an idea and turn it into generality where appropriate--(this is different from what we usually do.)

12. Must be honest--only accept good ideas.

13. Must take the position of problem's representative.

Participant

1. Should be servant to problem.

2. Must use spectrum policy.

3. Must be cooperative rather than competitive.

4. Use his/her own sensitivity and aggression to trigger speculation.

PERSONAL GOAL-SETTING

INTRODUCTION

Step I. Read or paraphrase the following:

Who are you? What's important to you? What do you believe? What are your goals? How do you think most people would describe you? What things irritate you about others?

Because your self-concept can influence much of your behavior, it is important to know more about it. Self-concepts are highly personal matters and often difficult to talk about. Attempts at describing yourself can bring about some insights regarding the things you do and the decisions you make.

There are several methods that can be used to take a look at yourself and the one that follows is an inventory of self which you can use to set a personal goal. Read the directions at the top of the page and keep in mind the three steps in goal-setting. Find a private place and complete the inventory.

Mark it as you see yourself now. Put down the first response that comes to your mind. Be honest with yourself. Being honest is an important first step.

Allow 10-15 minutes for completion of the inventory.

Step II. Direct participants to review inventory and decide what they would like to change or improve for themselves and work it through on the attached planning guide. An alternate suggestion is to direct students in completing "What Wheel." What goals do you want to reach? Pick one and work through planning guide. Use inventory for goal ideas. Review top of Inventory of Self sheet.

Step III. Direct participants to now complete a "Personal Contract" and find a co-signer (student or leader) who is willing to be a support person in reaching their goal.

Step IV. Form circle, ask for volunteers to share personal action plans. Encourage group to give feedback, brainstorm as necessary and offer support. Participants may pass but allow enough time for all who will share.

INVENTORY OF SELF

Goal writing involves three parts:

1. Describe a realistic goal - what you want to accomplish or change.
2. Be sure you can honestly say to yourself that you can tell if you have accomplished it.
3. Set a deadline on when the task will be done.

To help you get some possible ideas, fill out for yourself the chart below (5 - strongly agree, 4 - agree, 3 - not sure, 2 - disagree, 1 - strongly disagree.

1. I listen well to others.	5 4 3 2 1
2. I am comfortable sharing my feelings with other.	5 4 3 2 1
3. I understand why I act and feel the way I do.	5 4 3 2 1
4. I don't make judgements about other people.	5 4 3 2 1
5. I am comfortable talking with others about what they really think and feel.	5 4 3 2 1
6. I trust most people.	5 4 3 2 1
7. I have the skills to influence others.	5 4 3 2 1
8. I get along well with my peers.	5 4 3 2 1
9. I work well in a group.	5 4 3 2 1
10. I work well alone.	5 4 3 2 1
11. I can keep a secret.	5 4 3 2 1
12. I know what my values are.	5 4 3 2 1
13. I can accept others' values when they are different from mine.	5 4 3 2 1
14. I am able to assume responsibilities and follow through on them.	5 4 3 2 1
15. I enjoy solving problems.	5 4 3 2 1
16. I am comfortable expressing my ideas in front of and working with adults.	5 4 3 2 1
17. I am comfortable talking in front of a group.	5 4 3 2 1
18. I accept criticism well.	5 4 3 2 1
19. I am happy with my body - weight, health, strength, shape, etc.	5 4 3 2 1
20. I am a leader.	5 4 3 2 1
21. What others may think doesn't keep me from doing what I believe.	5 4 3 2 1
22. I like school.	5 4 3 2 1

PLANNING GUIDE

Goal writing involves three parts:

1. Describe a realistic goal - what you want to accomplish or change.
2. Be sure you can honestly say to yourself that you can tell if you have accomplished it.
3. Set a deadline on when the task will be done.

1. Item - really want to do. Name it._____

2. Why do you want to do it?_____

_____

3. List ways you can achieve this._____

_____

_____

4. Who can help you with this?_____

_____

5. What resources do you need?_____

_____

6. When will you start?_____

_____

7. How will you know your plan is working?_____

_____

8. How much time do you need to reach your goal?_____

_____

9. End of time - go back to this plan -

   Did it work?

   What went wrong?

   What can you change?

PERSONAL CONTRACT

I_____(your name)

being of superb mind and body, hereby resolve to achieve the following:

_____

_____

_____

_____

_____

_____

I plan to achieve this by_____(date)

When I accomplish my goal I will reward myself by_____

_____

_____

_____
Your Signature Date

_____
Co-Signer Date

REVIEW ORIGINAL CONTRACT AND RULES BEFORE EVALUATION

EVALUATION

Fold your sheet of newsprint in half horizontally. On the left-hand side please list the strengths of the workshop; on the right hand side list the weaknesses and on the back of the paper list your recommendations. Finally, please rate the total session on a scale of 1-10 (10 is the highest). Your signature is optional.

CLOSURE ACTIVITIES

See Potpourri page 34:

1. Community Meeting

2. Give out mailboxes, direct group members to find a quiet spot and read messages. Allow at least 10 minutes. Check progress of group and allow more if needed. When completed, all participants are asked to return mailboxes to center of circle. Mailboxes are to remain with leaders. They will be given back to participants in one month at a group reunion. This process helps re-entry and prolongs good feelings.

3. Reassemble in circle and give directions:

   A. Spend 5-10 minutes with someone in workshop with whom you may have unfinished business - allow 10 minutes.

   B. Spend 5-10 minutes with someone you really didn't get to know very well in the course of the workshop - allow 10 minutes.

4. Return to standing circle and do a "Lap-Sit" by everyone turning 90o to right and close circle so that everyone is standing in back of one another and on command, sits. Follow by group hug and finis.

VARIATIONS ON A THEME*

Listed below are several ideas that are intended to be useful in closing human relations training events. They can also be employed for other purposes, such as fostering self-disclosure in personal growth groups. It is important to be sensitive to the amount of data which can be generated through some of the following exercises if used as "closure" experiences. Adequate time should be allocated for processing such data.

1. Becoming. Participants are given paper and pencils and are instructed to write their first names in large block letters on the top of the sheets. Then they are asked to complete the following sentence in as many ways as they can: "I am becoming a person who...." They mill silently, reading each other's sheets, then they leave.

2. Eye Contact Circle: The group stands in a circle, and one member goes around the circle in a clockwise direction, establishing eye contact and verbally communicating one-way with each other person. He/she returns to his/her original place so that each member can tell him/her something. The design canbe speeded up by having the second person follow the first around the circle, the third follow the second, and so on.

3. Nebulating. The group stands in a circle, arms around each other's shoulders. They gently sway back and forth, making eye contact with each other.

4. Contracts. Each participant makes a contract with one or more other persons that he/she will do a certain thing by a certain time. (Variation: he/she may write these down, with carbon copies for own use.)

5. Mailboxes. Participants are given packages of 3" x 5" cards on which they are to write final messages to each of the other group members. When all have finished, they write their first names on an extra card and take off their shoes, placing the name card in one shoe so that it can easily be read. Then they deliver their mail to the others, placing their cards in the empty shoes. They collect their mail, put on their shoes and leave.

6. Symbolic Gifts. Group members verbally give each other fantasy gifts (objects, people, ideas) as a parting gesture. They may be asked to stand in front of the persons to whom they are giving gifts and to hold eye contact with them during the process.

7. Map of Life. On sheets of newsprint, participants draw maps of their lives, illustrating significant events. In an insert (such as is done with a more detailed map of a city on a state map) they draw a map of the current week, up to the here-and-now. Each member explains his map to the group.

8. Think-Feel. Participants are instructed to write on one side of a 3" x 5" card a sentence beginning with the phrase "Now I am thinking...." and on the other side a sentence starting with "Now I am feeling...." Then they are asked to interject their thoughts and feelings from both sides of their cards into a final discussion of the experience. The cards can be collected for evaluative data.

9. Regrets. Participants are asked to imagine leaving, getting into their cars, driving away, looking in their rearview mirrors back at the place they are leaving. They try to imagine what they would regret not having said before they left. Then they begin talking through what is left over or has not been said.

* Jane Perffert, A Handbook of Structured Experiences for Human Relations Training, Vol. III.

ADVANCED COMMUNICATION SKILLS

ONE-WAY, TWO-WAY: A COMMUNICATIONS EXPERIMENT

Purpose: To realize the benefits of two-way communication through participatory demonstration.

Group Size: Unlimited.

Time Required: Approximately 20-30 minutes.

Materials:

I. 2 sheets of 8 1/2" x 11" newsprint and pencil for each participant

II. Reproduction of Diagram A and Diagram B for demonstrator.

Procedure:

Have a member of the group volunteer to be the demonstrator. This person either turns his back to the group, stands behind a screen or in some other way prevents visual contact with the participants. He/she studies Diagram A privately and then, beginning with the top square, instructs the participants to draw the figures, allowing no questions nor audible responses.

Confusion usually exists at this time and you may want to make notes of the group's reaction so that it can be discussed later.

When three minutes are up, ask each participant to write one word that best describes what they are feeling at the moment about the experience.

Have the demonstrator show the Diagram to the participants and then lead a discussion with the focus on the feelings and behaviors.

Repeat the procedure with Diagram B and a new demonstrator. This time he/she is to face the group and use as much interaction as needed with no time limit.

At the conclusion, have the demonstrator show the second Diagram to the participants and lead a discussion comparing the two processes, e.g., time, accuracy, how the demonstrators felt, how the participants felt, level of confidence, etc.

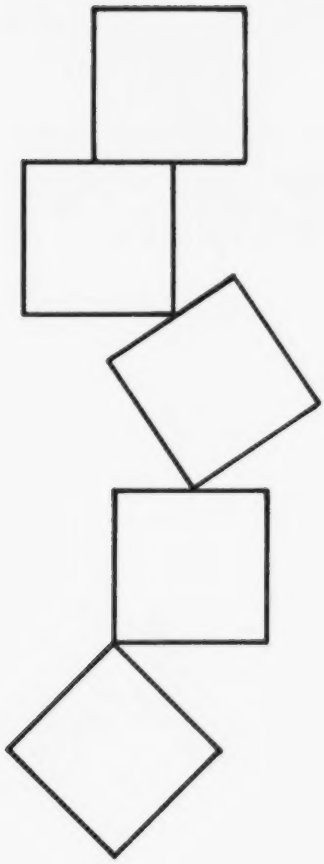


DIAGRAM A:

Instructions: Study the figures above. With your back to the group, tell the group how to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. You are not allowed to answer any questions.

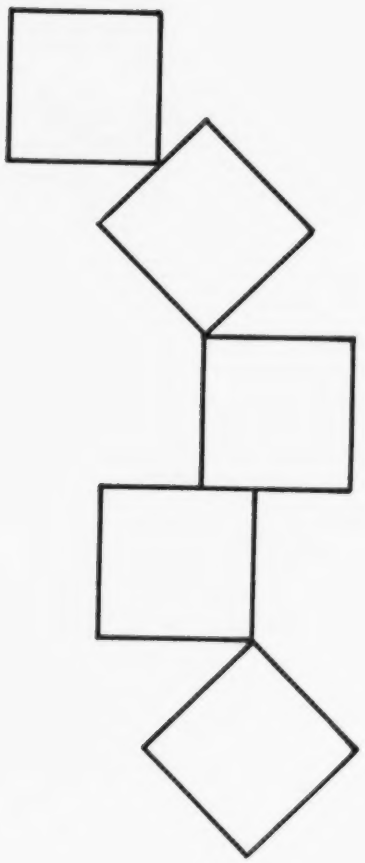


DIAGRAM B:

Instructions: Study the figures above. Facing the group, you are to tell the group how to draw the squares. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions and repeat the directions if necessary.

INTRODUCTION TO COMMUNICATION STYLES

Explain that communication as demonstrated by Chain Pantomime and One-Way Communication is difficult. Everyone uses different styles of communication at different times. It is when one style predominates that sometimes interpresonal communications falter.

Role-play the following styles around the opening statement of "I'm having difficulty making friends." Role-play each style with a different student, allow at least four to five responses in each style: Ask students to pay attention to which styles sound most like them.

Leader is to respond in the following manner to students, "I'm having difficulty making friends."

1st role-play - give direct command - offer no alternatives
(Command Give)

2nd role-play - diagnose, interpret, evaluate
(Psychologist)

3rd role-play - be sarcastic, make fun of, belittle
(Cynic)

4th role-play - lecture, shame, moralize
(Preaching)

5th role-play - demonstrate - facilitator style
Nod head, smile, give eye contact, look for feelings, etc.

Review facilitative styles - mini-lecture attached.

MINI-LECTURE

1. PARROTING

Many times people don't feel they are listened to because they don't hear us using their words. Parroting takes careful listening to the other's words. It is a mechanical replaying, verbatim, of what someone has said. The skills needed are hearing and memory.

Example: Student: Something that happened to me this week was that I broke my leg (pause.)
Teacher: Something that happened to you this week was that you broke your leg.

2. PARAPHRASING

This next step is more complicated but also more challenging and interesting. Paraphrasing moves the listener one step to the right and one step higher in risk. The risk is higher because now the listener is using his/her own words to misunderstanding and misinterpretation.

Example: Student: I like ice cream.
Teacher: You enjoy a frozen dairy dessert.

3. CLARIFYING RESPONSES

Clarifying responses are farther to the right on the continuum, indicating a higher level of risk. This kind of response is appropriate when you want to get the speaker to clarify his position; when you hear things behind the words that are not being said; when a person is asking for help in clarifying and when the level of trust between people is high.

Examples: ____"How do you experience that?"
____"Can you tell me what that's like?"
____"What are you afraid of?"
____"What are you protecting?"

4. LISTENING TO FEELINGS

When people speak they use both words and the connections they have to the words--the feelings, beliefs, values, their own self worth. Sometimes we try to cover up this part of our language. The skillful listener, however, has an ear for the information conveyed between-the-lines, the feeling part of words which is often the true message.

Examples:

"sounds like_____"

"seems like_____"

"you_____"

"in other words_____"

"I hear you are_____"

"you're saying_____"

"that was a feeling like_____"

"it's important to you that_____"

"you feel strongly about_____"

LISTENING PRACTICE

Goal: To give students an opportunity to practice using active, facilitative listening responses.

1. With two other people from a triad:
   one person to be a talker
   one person to be a listener
   one person to be an observer

2. The talker speaks to the listener for three minutes. The listener is to practice responses described prior to this session such as mirroring, parroting, paraphrasing, listening for feelings, clarifying and summarizing responses. The talker may speak on any subject such as:

   Things I'd like to change about myself
   Something I'm angry about
   Things I like about myself
   Something I'm proud of

3. The observer watches and listens and at the end of the three minutes gives feedback to the listener on the stated goal of the exercise.

4. Exchange roles and repeat the above process until each person has had the opportunity to be talker, listener and observer.

Process Questions:

1. How do you feel when talking about yourself?
2. Which role did you like best? Why?
3. What did you learn from this experience?

Open and Closed Questions:

An open question encourages the person to develop an answer and talk in more detail and is more facilitative.

Example: What can you tell me about your friends?
How do you feel about the election?
What are your plans when you finish high school?

A closed question usually calls for a simple yes or no answer and is phrased so that the answer is limited to a few words.

Example: Do you get along with your friends?
Do you think the election will be close?
Is your plan to go to work right out of school?

Both types are valuable but the open-ended encourages the person to share more personal feelings and thoughts.

AN OBSERVER CHECKLIST

1. Evaluated and gave advice	Yes	No	Not sure
2. Intrepreted or analyzed	Yes	No	Not sure
3. Used questions			
Open	Yes	No	Not sure
Closed	Yes	No	Not sure
4. Responded to feelings	Yes	No	Not sure
5. Clarified	Yes	No	Not sure
6. Summarized	Yes	No	Not sure
7. Supported	Yes	No	Not sure
8. Good eye contact	Yes	No	Not sure
9. Seemed at ease	Yes	No	Not sure
10. Was able to keep the talker on subject	Yes	No	Not sure
11. Seemed to be effective listener	Yes	No	Not sure

FACILITATIVE FEEDBACK

We have talked about listening basically to let people know we are caring people and that they count. There are times when we feel a need to share some of our own feelings and needs.

Facilitative feedback is letting other people know the kind of impact that their behavior is having on you. Feedback involves an honest reaction of how a person affects you. When given properly, it offers people an opportunity to understand themselves in a different way and to change if they wish.

I. Following is a worksheet with guidelines for giving three kinds of facilitative feedback. On your own, complete samples of feedback. Break into groups of five or six. Review examples if participants hesitate independently.

II. Return to small group and share examples of feedback.

III. Process in large group
1. How did it feel to give feedback?
2. How did it feel to receive feedback?
3. When do you think this process would be helpful?

WORKSHEET

How to share your thoughts and feelings

1. Be specific about the person's behavior (be descriptive and give examples, if you can).
2. Tell how the person's behavior makes you feel.
3. Tell what your feelings make you want to do.

Avoid: giving advice, judging or labeling, focusing on things that can't be changed.

1. Pleasant feelings

   Example:

   1. Yesterday we were talking about our problem with parents. You told me you sat down with your parents and worked things out including privacy in your own room. 2. It started me thinking and I got courage to try to do the same. 3. I wasn't sure how it would work out and I talked with my mother about it. She thinks we should have a family conference. I'm nervous and happy at the same time. Thanks for the idea.

   Write - a pleasant feedback example for someone in the group.

   _____

   _____

2. Confrontation is a form of feedback, whereby people learn about something they have done that has created an unpleasant experience for you.

   1. You see, the other day when I was trying to organize the bake sale you kept making jokes and talking about what a stupid idea it was.
   2. Some things have been happening that made me want to come and talk with you.
   3. I felt really frustrated and was afraid we wouldn't make any money. I would feel a lot better in the future if you would make suggestions about projects before we start them, and if you don't want to help at least not get in the way.

   Write your own example of confrontation based on past incidents at home or school. Don't identify the person it is written about.

   _____

   _____

3. Indirect

   Write one to a member of your group.

   "Hey, John my friend, I see you as a tall sturdy oak tree standing out in the middle of a field: It's the kind of tree that is really spread out, giving a lot of shade and comfort when it is hot. As I look at the tree, I feel its strength. When things get tough I just go sit under the tree and relax, feel cool and I feel secure."

   _____

   _____

Any of the above styles can apply to group situation ground rules.

Ground rules for feedback:

Be concise - not too wordy

Be authentic

Be appropriate - must have built trust and understanding

Be involved - Must be willing to be responsible for what you say.

PEER PRESSURE

THE GOAT

Purpose:

To help the student become aware of peer pressure as a factor in smoking, using drugs, or any other behavior in which group pressure exists.

Materials:

Rock music, candles, incense, dim lights (these can be optional), jelly beans, and two sets or slips of paper. Each slip of paper in Set A has the following written on it: "Do not take or eat a piece of candy." Each slip of paper in Set B has the following written on it: "Eat a piece of candy and attempt to convince anyone not eating candy to do so."

Procedure:

Description for Playing

1. Divide the participants into groups of six or eight.
2. Place jelly beans in the center of each group.
3. Give each group member except one in each group, a slip of paper from Set A. Give the other group member in each group a slip of paper from Set B.
4. Ask group members not to share their directions with anyone else.
5. Tell the groups that after everyone in the group has had a chance to read directions, they are to follow their own set of directions.
6. Let the interaction go on for about ten minutes.

Examples of Possible Outcomes:

1. The person takes the candy and submits to group pressure.
2. The person refuses to take the candy and the group closes him out.
3. The person refuses to take the candy and then strikes up a conversation with a person in another group who is not eating his candy.
4. The person exhibits obvious anxiety, is annoyed, quits playing, etc.

Discussion Questions:

For the "Goats":

1. What did the group do to try to convince you to eat a jelly bean?
2. What is it like to have people try to get you to do something you can't (or don't want to) do?
3. How do you feel right now?

For all participants:

1. Do experiences like this ever occur in real life? What are some examples?
2. What motives ("good" and "bad") do people have when they try to convince others to do things?
3. When would you think it's OK for a group to try to influence its members? When wouldn't it be OK? Why?
4. What is peer pressure? How does it operate? How do you feel when you are the "goat"?

Discussion Hints:

Be sensitive to the ongoing and present situation in your group and in the school. Discussions of pressures, cliques, gangs, etc., may bring out unpleasant feelings and increase existing conflicts. If necessary, it may be desirable to "depersonalize" the discussion and talk about "people in general."

BREAKING OUT

The group forms a circle around a person who is very contained or controlled. The person is then challenged to break out. Discuss the outcome.

Purpose

To give a sense of asserted independence, autonomy, individuality, rejection of the group, or escape.

BREAKING IN

The group forms a circle and locks arms. The student who has felt "out" is then asked to break into the circle. Discuss the outcome.

Purpose

To encourage someone to actively fight to become a member of a group.

EXERCISES: FEELING EMPATHY THROUGH ROLE REVERSALS

Group of 10-12 (half of all participants) two groups with two leaders each.

1. Explanation of Empathy - Empathy is putting yourself in another's place, thinking another's thoughts, feeling another's feelings. It goes much beyond sympathy. Example: Sympathizing with a blind person is feeling a concern for their sightlessness, empathy for a blind person might be felt by taking a blind walk and being that blind person experiencing the behavior and feelings of sightlessness. Questions?

2. Split Group (two subgroups of five or six with one leader each)

3. Explanation of exercise: You are to take the role of a person who is outside most of your experiences. The situations will involve the leader playing you and you playing parent, teacher, principal, etc. The rest of the group will observe.

4. Situations: Each will run about three minutes followed by a three-minute processing. A split of 4-2 would be O.K. if you find that better.
   A. Parent - Child: Ask for a volunteer to play parent, then give situation: You are my parent. You are to forbid me to go on a specific date with a new boy/girl who has asked me to a party next Saturday. You do not trust him/her because of things you've heard from me and others about his/her behavior. You fear he/she will be a bad influence on me. Try to get into this role.
   B. Store Detective - Shoplifter: Ask for volunteer to play Store Detective. Then give situation. I have just lifted a package of golf balls (tennis balls) and you were watching me. You stopped me as I am leaving the store with the balls in my pocket (purse) and no sales slip.
   C. Teacher - Student: Ask volunteer to play teacher. You have just seen me cheating. I am copying crib sheets during a quiz.
   D. Principal - Student: Ask for volunteer. You are interviewing me in your office after I am referred to you for cutting a class with no good excuse. It is the first time I have done this.
   E. Complaint Clerk - Handicapped Person: Ask for volunteer to play complaint clerk in a department store. I am a handicapped customer. I am very excitable, have trouble writing, stutter a little, and am asking you for help in filling out a form for returning a shirt which I've decided I don't like. Your role is to be helpful and patient but there is a long line behind me and you sense some other people in line are getting quite impatient.

5. Processing: After each situation, ask the role player questions such as:

   A. How did you feel as a parent, teacher, etc.?
   B. What was hard for you in that role?
   C. What was easy for you in that role?
   D. At what points were you frustrated? Angry? Accepting?

   Ask observors questions such as:
   A. What did you notice being said (by either)?
   B. What feelings do you think you observed (by either)?
   C. What non-verbal behavior did you see (by either)?
   D. Do you have any new insights into the role of the Teacher, Parent, etc.?

During processing use active listening to respond to your questions; see if anyone notices your behavior of active listening!

WOODEN BLOCKS: A COMPETITION*

Goals:

I. To explore individual and small group goal-setting behavior and achievement motivation.
II. To study interpersonal and intergroup competition phenomena.
III. To explore feelings and outcomes of winning and losing.

Group Size:

Minimum of six participants. Any reasonable number may be accommodated. given the size of the working space and the amount of material available.

Time Required:

Approximately one hour.

Materials Utilized:

I. About 20 stackable blocks per participant. All blocks should be the same size. The actual material and color are irrelevant. Cubes with sides of about 1 1/2" work well.
II. Sheets of newsprint and felt-tipped marker.
III. "Prizes" for one individual and one small group.

Physical Setting:

Participants are seated at solid, level tables or on a smooth-surfaced floor. Allow enough space for individuals to stack blocks without interference from others.

Process:

I. The facilitator piles the blocks randomly around the work space.

II. He/she asks that each participant estimates silently the height of a column of blocks or number of blocks he/she can stack one on top of the other without having the column topple over. When each has made his/her estimate, the facilitator asks that each participant stack blocks and then determine whether he/she over- or under-estimated his/her ability.

III. The facilitator asks the participants to take down their columns, and announces that they are about to play a second round of the challenge. He/she explains that for this round each participant will publicly announce his/her stacking goal and that these will be recorded for everyone to see. He/she also tells participants that there will be a prize for the individual with the highest estimate who completes his/her tower successfully. He/she announces that playoffs will be conducted in case of ties.

IV. When the winner has been determined and given his/her prize, the facilitator forms equal-sized teams of three or four, depending upon the size of the total group.

V. This time the task will be to form three columns of blocks side by side. The facilitator announces that each team will now make an estimate. He/she emphasizes that teams should focus on a realistic goal. He/she tells the teams that there will be a prize for the highest estimate completed. When the estimates have been recorded, he/she tells the teams to begin stacking.

VI. When the winning team has been determined and given the prize, the facilitator leads a discussion centering around influences of goal-setting behavior, group pressure and competition, willingness to assume risks, the value of external motivators (prizes) and self-imposed restrictions.

Variations:

I. The facilitator may wish to add a practice round for the teams before they make an estimate.

II. Instead of blocks, other materials may be used, such as playing cards, tinker toys, dominoes, and pins and drinking straws.

III. The facilitator may choose to add an additional element to the competition by setting time limits on each stacking round or by noting both the time it takes teams to arrive at an estimate and the time it takes them to successfully stack the blocks.

*J. William Pfeiffer and John E. Jones, editors. A Handbook of Structured Experiences for Human Relations Training, Volume IV. La Jolla: University Associates Publishers and Consultants, 1974.

FANTASIES: SUGGESTIONS FOR INDIVIDUALS AND GROUPS

Fantasy techniques are often used in human relations training to promote heightened awareness of self and others. However, these methods are somewhat controversial, and care should be exercised in their use. It is important for the facilitator to make the following considerations:

Goals	Fantasy exercises should be clearly related to the goals of the training. They should not simply be isolated events.
Effect	Occasionally fantasy techniques generate a heightened feeling response, which can be modulated somewhat by facilitator interventions.
Processing	It is necessary for the data that are brought into focus by the use of fantasy methods to be adequately processed.
Voluntariness	Participants should not be coerced (either by the facilitator or by the group) into revealing data about themselves.
Non-Response	Sometimes participants are unable to create fantasy material. These "non-responses" should be accepted as legitimate data.
Theory	The facilitator should be prepared to justify his/her use of fantasy exercises in terms of a well-integrated theory of learning.

Individual Fantasies

These are suggestions for fantasies that group participants may create individually. The fantasies may be made in the group session, to be shared later with partners or with the entire group. Typically the facilitator announces that group participants close their eyes and develop a daydream for two or three minutes. After a brief period of silence for relaxation (quiet music helps), the facilitator "sets up" the beginning of the fantasy. Innumerable situations are possible. Here are a few:

1. Locate yourself in some place. Now listen. Someone is calling your name.

2. Imagine yourself somewhere and the rest of the group coming towards you.

3. In a few minutes we will need a volunteer to be the focus of attention in the group. Imagine that right now there are two people in your head debating about whether you should volunteer. One says you should, one says you should not. Watch them and listen to them. Let them arrive at some conclusion.

4. Make yourself tiny and enter your own body. Be as aware as you can of what you see and how you feel. Inventory each of your senses as you move about within your body.

5. Think of yourself as being at a spot hundreds of miles away from any form of civilization. How do you feel? What do you see? What do you do?

6. You are standing in front of a cave on the side of a mountain. Go in.

7. You are with some participant of this group, and the two of you are walking through a city park.

8. If you could be anything other than a person, what would you be?

Guided Individual Fantasies

Some group participants experience difficulty in developing fantasies and may express anxiety about inability to fantasize "on cue." Sometimes it is useful for the facilitator to help a group member to fantasize by asking him to close his eyes and create a story out loud. When blockages occur, the facilitator may help by using such suggestions as: "What are you seeing right now?" "How are you feeling?" "Can you smell anything?" "Move in a little closer." "What do you want to do right now? Do it."

Guided fantasies tend to be more emotional experiences than individual fantasies. The facilitator should be prepared to help the group member deal with feelings elicited.

Here are some suggested situations.

9. You are walking down a road that is bordered by a high brick wall. You come to a heavy iron gate that is slightly ajar. You go through the gate.

10. You are at the end of a very long culvert. You look in and you cannot see the end - it is dark inside. You stoop down and begin to crawl into the pipe.

11. You are sitting alone in your living room in the middle of an autumn afternoon. Someone is knocking at the door.

12. You are all alone on a deserted ocean beach. It is dark, and it is becoming chilly. You are digging for clams, and you have a bucket full of them which you are going to take home.

13. You are sitting in a college classroom hearing a boring lecture with three hundred other students. For some unknown reason you have a strong impulse to tell the professor that he is wasting your time. With some effort you stand up.

Facilitator-Structured Fantasies

The following two activities are examples of fantasies directed by the facilitator. Both are best conducted by having participants lie on the floor. Subgroups can be formed immediately afterwards for processing.

14. Imagine yourself inside a cocoon. Feel the inside of the cocoon. Slowly explore your space inside the cocoon. How do you feel? Now slowly get out of the cocoon and be aware of your senses.

15. Think of yourself as a puppet, with strings attached to parts of your body. The puppeteer slowly raises your left hand - up, up, up, and holds it there. Then he suddenly lets it drop! Then he lifts your right hand - up, up, up, and holds it there. Then he lets it drop! He slowly lifts your left leg, etc.

Group Fantasies

Three major variations of group fantasies are common.

16. Everyone sits in a circle with eyes closed. Someone begins a fantasy involving the entire group. Members contribute to the story as they feel a part of it.

17. One member lies on the floor and begins a fantasy. Other participants are free to join him/her on the floor, to become a part of the fantasy, and to contribute to it. Individuals may leave the fantasy by getting up from the floor.

18. Group members lie on the floor with their heads together, their bodies forming the spokes of a wheel. In this way, whispers can be heard by all. Someone begins a fantasy, either alone or involving one or more other group participants, and others contribute as they identify with the story.

Most of the suggestions for individual fantasies would be appropriate for group fantasy. Any participant should feel free to suggest that the fantasy be terminated. Later discussion might center around such dimensions as fantasy content, group cohesiveness, tensions and subgroupings within the group, feelings experienced, and roles participants played in the story.

PROJECTION

Theory - Projection takes different forms.

1. Assuming you know what a person is like
2. Assuming what non-verbal behavior means
3. Assuming what another person wants - our responses are what we want done
4. Assuming that your view of the world is your only reality.

Time 30 minutes - Divide into groups of five to six.

1. Pick a famous person you admire - give about five minutes to get into the role.
2. Ask for volunteers to role-play either verbally or non-verbally or both the famous person.
3. Check to see if anyone in the group can identify person.
4. Ask volunteer to introduce self as famous person chosen and tell group what kind of person you are (as in introduce your partner.)
5. After all in group have shared, process in large group.

Process:

1. What traits, characters or qualities that you just told group about would you like to have for yourself?
2. How does this dynamic person relate to interpersonal relations? On the negative side - On the positive side?
3. How does it affect what you do for others? What others do for you?

Explain projection - What we like in others is usually what we like in ourselves. This goes for dislikes, too. What we do for others is usually what we want for ourselves in same circumstances.

FISHBOWL TECHNIQUE

The fishbowl technique has unlimited potential for learning but its diverse usefulness and effectiveness can be diminished if the structure and ground rules for procedure are not clearly communicated and strictly maintained.

It is important that:

1. The assigned task should be clear, specific and manageable.

2. No talking takes place between the inner circle "fish" and the outer circle of listener/observers.

3. No talking takes place among listener/observers.

4. "Fish" remain silent and listen when process feedback is given by the listener/observers, though feedback may often induce defensive responses in "fish."

5. When an empty chair is used, the occupant remains only long enough to ask his/her question, make his/her observation or offer his/her informational comment - although brief interaction with the "fish" is allowed for the purpose of clarifying what was said.

6. The teacher explains that feedback should be intended to be helpful to the fish, in order to improve work and communication skills. The "fish" can choose to completely ignore the feedback or deal with it in discussion or action. After the feedback each fish can be given a chance to report his/her feeling in a word or phrase.

Purpose

To observe and listen to a small group discussion as if that small group were isolated in a fishbowl. The fishbowl arrangement

1. can be used as a means to:

   a. initiate planning
   b. report out or give feedback
   c. check direction and progress
   d. raise questions
   e. summarize learnings
   f. check out feelings

2. allows for thoughts, feelings and ideas held by a few participants to be heard by a maximum number of students.

3. allows for optimal verbal participation and active listening by observers within a given block of time.

4. heighten awareness of self and others through increased observation and communication skills.

5. provides opportunities, though coaching, for students to support one another and develop a sense of responsibility.

RATIONALE FOR ENERGIZERS

People have known for years that much self-learning and social development happen outside of the classroom on the sports fields. Games can be used in much the same way. They provide an excellent window to the behavior in the classroom. A teacher can readily see how cooperative, caring or angry class members are towards each other. Through playing and processing the games, a class is led to discover behaviors which help make them successful, and subsequently to discover skills for their own growth. Games can develop a cooperative spirit, build self-esteem by including all members and build class unity. They can provide opportunities for creative expression, problem-solving and sharing. Underlying all this, games create an atmosphere where all teachers and students can have fun and grow together.

DIRECTIONS FOR LEADING ENERGIZERS

1. Start enthusiastically and positively.
2. Have equipment ready.
3. Have group in position to play before instruction starts.
4. Make sure all see and hear you.
5. Make instructions brief. Do not problem-solve the game for the group.
6. Always demonstrate prior to officially starting the game.
7. Participate with the group and have fun, but remain in control at all times.
8. End game as it reaches peak of enjoyment.
9. Don't wear out a game by playing it too frequently.

PROCESS QUESTIONS

Here is a list of questions which may help you with processing games. Feel free to choose the ones you need or make up ones more suitable to the situation. Three or four questions are usually sufficient in bringing out insights on game dynamics. When talking about what went well or poorly, it's usually better to talk about behavior and not the individual.

1. What went well in this game? What didn't?
2. What did people do to make the game successful? Unsuccessful?
3. With what were you comfortable? Uncomfortable?
4. What strategies helped us play this more successfully?
5. What actions got in the way?
6. Why did the game go better this time?
7. What kinds of behavior would make this game fail? Succeed?
8. How do you feel when the game succeeds? Fails?
9. How do yo feel when something succeeds? Fails?
10. Did everyone have a chance to lead the game?
11. How do you feel about leading? Not leading?
12. What part of the game was competitive? Cooperative?
13. With which do you feel more comfortable? Uncomfortable?
14. Some games have no competition, cooperation. How do you feel about that?
15. How do you think our group worked together?
16. In what ways do you feel we can work better together?
17. In what ways do you feel differently about the group since we just played these games?
18. What has helped to make us know each other better, feel closer, have more fun, etc.?

IMAGE WALK

Each person is instructed to walk in different ways, such as:

a. a backpacker with a full pack
b. someone listening to a walkman, while walking to school
c. an astronaut space walking on the moon
d. someone with blisters on the heels from new shoes
e. a drummer on the way home from a drum lesson
f. someone taking giant steps
g. someone with a high blood alcohol level
h. someone looking for a contact lens
i. someone ice skating for the first time
j. someone playing hopscotch
k. someone delivering newspapers
l. someone kicking a pebble while walking down the street
m. Charlie Chaplin
n. Groucho Marx
o a tightrope walker
p. a football player
q. a cowboy
r. a ballerina

The purposes of this exercise are:

a. to loosen people up or break the ice
b. to give and receive feedback about self-concepts
c. to give up images in a non-threatening way
d. to become aware of feelings and reactions through non-verbal exercises.

ELBOW OR HUG TAG

I. Direct everyone to find a partner.

II. Request that one couple volunteer.

A. One person to be "it" or the "taggee"
B. One person to be the "tagger"

III. Direct the couples to link elbows, leaving other arm free and find a spot in the room with enough space around them for two runners to engage in a chase. The couples are directed not to move from spot chosen.

IV. The game begins with the "tagger" chasing the "taggee" around the room. If the "taggee' is touched (caught) by "tagger" they then become the chaser or "tagger." To be safe, the "taggee" may link elbows with either member of any couple in the room. The other person in the couple not touched by the person being chased then becomes "it" or the new "taggee." The game continues in the same manner until called.

V. This game can be played by directing couples to link one person to the other person in the couple by standing one in back of the other with the back person in each couple extending arms forward semi-around partner as if hugging. To be safe the "taggee" or "it" hugs the back person in the pair and the front person becomes it.

BLOWING IN THE WIND

This is a good beginning game. The group sits on chairsin a circle, except for "it," who stands in the center of the circle. "It" says, "The wind is a-blowing...." and chooses an end to the sentence such as, "for everyone who is wearing blue" or "for all those who do their homework" or"for everyone who likes ice cream," etc. All the ones wearing blue move to a new chair. "It" tries to get a chair and if successful, there's a new "it." People cannot sit in the same seat consecutively but can return to it after sitting in a new chair. Instruct students to be aware of others as they scramble for chairs and hold chairs in place for safety reasons.

QUICK LINE UP

Stand in the center and have the class divided into four lines of people forming a square around you. Make sure everyone sees his/her position in relationship to you and classmates. You turn and the four sides of the square have to reline themselves in the exact order. Start by turning 90o or 180o. Later, go to a new place in the room. Time them and see if the group can cut down on the amount of time it takes by cooperating and working more efficiently.

IN THE MANNER OF THE ADVERB

The class sits in a circle. One or two people are "it" and go out of the room. The class picks an adverb such as happily, sadly, angrily, etc. "It" comes back. "It" picks anyone and instructs him/her to "Walk in the Manner of the Adverb" or "Tie Your Shoe in the Manner of the Adverb," etc. Then the person will tie his/her shoe sadly or happily depending on the group choice of the adverb. "It" gets only three guesses which can be given anytime in the game. If two people are it, they can take turns directing the students and consult with each other on guessing what the adverb is. It is better to choose an easy adverb to begin with until the class catches on.

SPECTATOR SPORTS

Send one or two people out of the room. The class sits in a circle and decides on what sport to pantomine watching. The group can make noise but not say words which will give it away. If it's tennis, everyone watches the ball go back and forth, claps, whispers. Call "it" in. "It" has to guess what sport the class is watching.

MURDER

The class sits in a circle with their eyes closed. One person goes around behind everyone and taps some people on the head, three or four to begin with. These people are the murderers. Everyone opens their eyes. The murderers try to catch someone's eye and wink at that person. If a person sees a wink, he/she waits for four seconds and slowly falls dead to the floor. If someone suspects a murderer, he/she can point and say, "You are a murderer." The murderer has to fall to the floor. If this is an incorrect accusation, the accuser is dead. When all of the murderers have been picked, someone else can go around and tap new murderers.

HUMAN KNOT

The class stands in a tight circle and places hands in the center. Now everyone grabs two hands making sure that no one holds both handswith the same person or holds the hand of the person right next to him/her. The object is to unravel so that everyone will be in one large circle or two interconnected circles. Hand to hand contact is not to be broken in order to facilitate an unwinding movement. Sweaty palms may pivot on one another, and grips may change but contact may not be lost. If you feel the group is too big, you could divide the class into two human knots.

PROVERBS

Brainstorm a list of proverbs and put them on the board. Have class sit in circle. One or two people are it and are sent out of the room. The class picks a proverb. Starting at one place in the circle give each person going clockwise one word of the proverb so that the proverb will "read" consecutively all around the circle repeating the proverb as many times as necessary. "It" returns. "It" asks any kind of question of anybody. "Did you have breakfast this morning?" The person has to work his/her proverb word into the reply and try to fit it in naturally. "Yes, I ate cereal and an apple. In fact, the apples were very cheap at the store. I bought two for a penny." (The proverb: A penny saved is a penny earned.) "It" keeps asking questions in the circle until "it" can guess what the proverb is.

Process with Questions

a. What went well in these activities?
b. What didn't go well?
c. Was there competition, cooperation?
b. With what part do you feel comfortable?
e. Some of you did not get a chance to be "it." How do you feel about that? Those who did have a chance, how do you feel about being "it"?

BACK TO BACK

Everyone has a partner except for one person who is "it." Partners are spread around the room. "It" gives directions to the partners: "Back to back," "front to front," "side to side," and the partners follow the directions. At any time "it" can call, "Change" and then partners have to find a new partner but staying in the position of the last call. If the last call was "hand to hand," everyone should find a new partner and stand hand to hand. "It" finds a partner, and then there is a new "it".

CHUCKLEBELLY

Have everyone lie in a circle on the floor with his/her head on the bellyof someone else. The first person goes "Ha," the second, "ha-ha," the third "ha-ha-ha," and so forth around the circle. By the end there should be loud laughter at the "ha-has."

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PEER LEADERSHIP TRAINING

Our high school peer leadership training evolved after many years of development. In the past, the sponsors and members of one of the service clubs met for three days in a local church basement to develop skills in the high school students as preparation for an initiative day intended for seventh graders and coordinated by high school students. Skills such as communicating, giving explicit directions, and encouraging total participation were emphasized. The high school students were also shown numerous techniques to use to assure success in special projects such as fund-raising, volunteering, or organizing bloodmobiles.

By 1983, the leadership training evolved into a more rigorous and total school program. Twenty-four students and six or eight adult leaders would travel to the Pocono Environmental Education Center for three days of competitive and challenging activities. Students competed in social actualization experiences and orienteering where teamwork was emphasized. Various activities which stressed planning, goal setting, and risk-taking were also evident. Energizers to break the activities and canceing, hiking, or cross country skiing were scheduled as well. All activities led to the culminating activity of having students prepare action plans with goals and steps to implementation emphasized.

The success with the better students and leaders in the school led the administration to consider an alternate approach: have the student leaders work in a similar situation and setting with high-risk ninth graders. So far, two such trips have been held. The first was in August 1984 when eight in-coming ninth graders with poor attendance, discipline, and academic records were accompanied by six upperclass student leaders and four adults on a three day leadership session. Improvements had been seen in ninth grade and to date none of the students has dropped out of school. Although the eight students have not emerged as the most exceptional students in the grade, they have been successful.

In November 1986, ten at-risk ninth graders and six upperclass leaders and five adults journeyed to the Poconos for another leadership training program. A great emphasis was placed upon discussions dealing with success in school, school citizenship, teamwork, and goal setting.

Part of the success of the program can be attributed to the fact that the older students become the teachers, thus having students interacting with students. Being away from the school and community allows us to work from early morning to late in the evening, with informal discussions going on late into the night. Students new to the school have contact with students who have been successful in school and who have been recognized for their successes. At the same time, a community of students and teachers, and administrators is developed which carries back to the school environment. Students encountering difficulties can contact the older students or staff members whom they have come to know better.

Each trip costs the district for transportation to and from the retreat and approximately fifty dollars per participant for food and lodging. The members of the staff have not requested additional compensation beyond their regular per diem rate. Since the program is conducted during school days, the district provides substitutes for staff while they are absent.

We have found that six strong student leaders and four to six adults work well with eight or more at-risk students since we try to develop a number of activities which stress one-on-one communication before small group and large group activities are attempted. Even in the goal setting, we have found pairing to be more effective than working in small groups.

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A booklet of activities and planning guide is available upon request.